DOCUMENT RESUME

ED 109 124 SP 009 377

TITLE	An International Report. UNESCO-ICHPER Study in Educational Planning for Physical Education, Health and Recreation for School Age Youth In and Out of School. Pilot Project in Chile.
INSTITUTION	International Council on Health, Physical Education, and Recreation, Washington, D.C.
PUB DATE	Dec 69
NOTE	138p.
AVAILABLE FROM	NEA Publications-Sales, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.50)
EDRS PRICE	MF-$0.76 PLUS POSTAGE. HC Not Available from EDRS.
DESCRIPTORS	*Children; Curriculum; Educational Needs; Educational Objectives; Educational Planning; *Foreign Countries; *Health; *Physical Education; Projects; *Recreational Activities
IDENTIFIERS	*Chile

ABSTRACT

This report on a joint United Nations Educational, Scientific and Cultural Organization (UNESCO)--International Council on Health, Physical Education and Recreation (ICHPER) study in Chile reviews (a) how the study was approached in general, (b) its development and application, and (c) how it may serve as a model for similar studies conducted in other countries. After an introduction in the first part, part 2 presents the procedure followed in the study. Part 3 discusses UNESCO projects and the organization's commitment to international education. Part 4 focuses on the study as a pilot project in Chile and includes: background information; summary of findings; and recommendations to administrators and educators in Chile. Part 5 lists general recommendations to UNESCO. Conclusions based on project data indicate that: facilities are often lacking, meager, inadequate, and in need of repair; equipment and supplies are lacking or inadequate; there is a need for more professional persons in physical education, health, and recreation; more coordination is needed in professional education and services; and there is a need for more and better opportunities and experiences in the education process. Appendixes contain: background information concerning project preparation; a bibliography related to the project; a list of people and organizations in Chile related to the project; a statement of needs; and a follow-up statement in support of the project. (JS)

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REPORT

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

INTERNATIONAL COUNCIL ON HEALTH, PHYSICAL EDUCATION AND RECREATION

STUDY IN EDUCATIONAL PLANNING

FOR

PHYSICAL EDUCATION, HEALTH AND RECREATION

FOR

SCHOOL AGE YOUTH IN AND OUT OF SCHOOL

—

PILOT PROJECT IN CHILE

DECEMBER, 1969

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PREFACE

The International Council on Health, Physical Education, and Recreation (ICHPER), one of three international members of the World Confederation of Organizations of the Teaching Profession, has undertaken this study to initiate and complete that part of the work under the contract made between "the United Nations Educational, Scientific and Cultural Organization, of the first part, and the ICHPER, on the other part,"[1] calling for a three part program, one part of which is to

> Conduct case-studies in 3 or 4 countries on the role and organization of physical education, particularly at school and suggestions for further development of physical education in those countries.[2]

The contract is numbered BOC Ref: 2251 and its covering letter, dated July 6, 1967, is signed by Pierre François, Department of Adult Education and Youth Activities, Unesco.

The contract was presented to the Executive Committee of the ICHPER at the time of the annual meeting, in Vancouver, B.C., Canada, July 27 - August 2, 1967. The Executive Committee accepted the assignment and the terms of the contract. The project was delegated on August 4, to Leona Holbrook, a member of the ICHPER and Past President of the American Association for Health, Physical Education, and Recreation of the United States of America. As project planner, her responsibility was to review, to consider ways and means to proceed and to make suggestions on the items for inclusion. A discussion with Pierre François gave responsibility to the

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[1] Contract BOC Ref: 2251 and covering letter.
[2] Ibid.

ICHPER and therefore to the designated planner to develop the title and the breadth of the inclusions of the study to conform to the needs of the situation and to the educational views of the profession."

An advisory committee of ICHPER personnel was selected to work with the planner. The committee met on numerous occasions during the late summer and early autumn of 1967 and determined upon some courses of action and investigation including that the project should be developed under a project chairman and that there should be a pilot project conducted in one of the countries as soon as practical. The committee designated Leona Holbrook as project chairman, selected Chile as the one of several countries suggested by Unesco for the pilot project, and assigned the project chairman, Leona Holbrook, to make a personal visitation to Chile during December 1967 and January 1968.

The committee determined that the study should include a broad professional view not only of physical education but of its related aspects of health, recreation and sports and games for school age youth in and out of school. The inclusions are for the scheduled school period and for after school, weekends, holidays and vacations. The programs for youth who are registered in school and for those who do not attend school come within the scope of this study. A well considered study of youth in education and of the activities which relate to health, physical education, recreation and games and sports must take some notice of facilities, cultural patterns, and adult attitudes and participation. All of the divisions named were considered in studies, visitations, discussions and in recommendations, although they are neither separately reported nor equally emphasized. Obviously, a single study of short duration

can neither cover all of the points nor develop all of the data and details.

The contract was amended (letter of January 25, 1968) to read "conduct a case study in Chile" to replace the phrase "conduct case studies in three or four countries" and was signed by Aser Deléon, Director, Department of Adult Education and Youth Activities.

The financial support for this study was underwritten in part by the apportionment of funds from the Unesco-ICHPER contract, by additional funds given by the ICHPER and the American Association for Health, Physical Education, and Recreation, and by some personal expenditures by the chairman of the project and the director of the pilot project. Great financial support was given through the provision of secretarial help, office supplies and office space at the Brigham Young University in Provo, Utah, and the utilization of the personnel, space and materials at the Secretariat of the ICHPER and the headquarters of the AAHPER in Washington, D. C. The chairman of the project served also as director of the pilot project. She and the advisory committee members gave their professional time without salary or honoraria. The Unesco Regional Office of Education for Latin America in Santiago, Chile, provided a project office for the months of December 1967 and January 1968.

The administration, faculty and students of the University of the North, Antofagasta, Chile, were hosts to the director of the pilot project for one week of study in the north. The administration and officers of the Dirección de Deportes del Estado de Chile were particularly helpful in facilitating the study in the Santiago area.

Dr. Luis Bisquertt of the University of the North manifested continuing

interest and gave professional information and guidance during the entire Chile assignment. Mr. José Lucero Panadés carefully planned and carried out all of the details for visitations in Antofagasta. Mr. Marco Antonio Rocca, Director of the Dirección de Deportes del Estado, gave official recognition and encouragement to the study. Mr. Adolfo Kunz of the Dirección de Deportes del Estado assisted immeasureably in the planning and the scheduling of conferences and visitations which were of professional significance and worth.

The chairman commenced the project on August 4, 1967, and completed it on December 1968. The chairman spent the major part of the time on the project -- its background, its development, and its proposals. The chairman worked two months, December 6, 1967 to February 6, 1968, in Chile with headquarters in Santiago as project director of the pilot project in Chile. The project director made a one-week visitation to Antofagasta, Chile, and shorter one-day trips to Valparaíso and to the environs of Santiago.

Special recognition and appreciation is extended to the members of the ICHPER advisory committee who by their time and through their attention, by their broad knowledge and through their special interests have given strength and support to the project in its concepts and its proposals -- Dr. Carl A. Troester, Jr., Secretary-General of the ICHPER; Dr. Raymond A. Ciszek, Assistant Secretary-General of the ICHPER; and Miss Elsa Schneider, Consultant to the ICHPER.

Leona Holbrook
Project Chairman, Unesco-ICHPER
Director, Pilot Project - Chile
Box 31, RB
Brigham Young University
Provo, Utah, U.S.A. 84601

FOREWORD

This study, entitled "Unesco-ICHPER Study in Educational Planning for Physical Education, Health, and Recreation for School Age Youth in and Out of School - Pilot Project in Chile" represents a unique effort in comprehensive educational planning for Chile. A search of the literature indicates that similar studies are indeed rare. It is hoped that this pilot project may serve as an example for similar studies in other developing countries.

This undertaking is the third in a series of three different studies under contractual agreement with Unesco by the International Council on Health, Physical Education, and Recreation (ICHPER). The other two are: (1) ICHPER Questionnaire Reports: Report I, Physical Education in the School Curriculum; Report II, Teacher Training for Physical Education; and Report III, Status of Teachers of Physical Education; and (2) Physical Education and Sports in Schools prepared as a working paper for the pre-Olympic Games International Conference on Sport and Education held in Mexico City, Mexico, October 1968.

The officers and members of the ICHPER are grateful to Dr. Leona Holbrook, Professor and Chairman, Department of Physical Education for Women, Brigham Young University, who conducted the case study and prepared this document. Dr. Holbrook, Project Director, was selected for the task especially because of her extensive international knowledge and understanding and her long and valuable experience as teacher and administrator. The assignment was accomplished at some personal and financial sacrifice, still

another illustration of the type of professional dedication which has marked her distinguished career as an educational leader.

Grateful acknowledgment is made of the support of Unesco. It is a concrete illustration of the concern shown by Unesco for the "development of programs of physical education and sport, as a means of contributing to the overall and harmonious training of the personality, to the social integration of individuals, and to international understanding," as stated in a Unesco resolution passed in 1966. Special credit is given to Pierre François, Division of Adult Education and Youth Activities, with whom the initial contract was made, and to his successor, Pierluigi Vagliani, who has been very helpful in the completion of the project.

We wish to thank the officials of the Brigham Young University and of the American Association for Health, Physical Education, and Recreation for their assistance. Appreciation is also extended to our professional colleagues in Chile who cooperated in making available their resources and time during Dr. Holbrook's on-site visitations in the host country. The assistance of the Project Advisory Board is also acknowledged.

We hope that this project will stimulate additional studies in physical education, sports and related areas, and that Unesco, national governments and international agencies will continue to recognize their need and value and will financially support similar studies in the years ahead. It is our hope that Unesco will continue to make every effort to support such projects when requests are forthcoming from various nations or when it seems feasible in keeping with its own developmental educational programs throughout the world.

Julien L. Falize
President

Carl A. Troester, Jr.
Secretary-General

I. INTRODUCTION

This report includes a review of how this study was approached in general, how it was applied to and developed in one country, and how it may, therefore, be a model for ways in which similar studies may be conducted in other countries. The report contains general recommendations to Unesco and recommendations to Unesco concerning Chile, and at their request, recommendations to professional persons in Chile which are included in the section "Pilot Project - Chile."

The report contains a special and separately developed section on Chile as the pilot project which is an integral part of the entire study. The Chile report, however, is so prepared that it may be, if so desired, translated into Spanish and distributed, understood, and used without the full report.

This report uses titles and names of persons as they were supplied to the director. There may be no complete uniformity in the sequence of Spanish family and given names. These are listed as they were provided, and they have been given sequential placement subject to the suggestions of a Chilean assistant. References are listed in the language in which they are printed, and are in some cases incomplete as the full information is not available at the time and place of writing the report. Quotations sometimes have been employed in the original language (Spanish) because they do not lend themselves to clear or best understanding in translation. The translation of the ICHPER Questionnaires was done by the chairman of the project.

As a "case study" the report stands as a whole. For recommendations reference is made to Chapter V Recommendations - General - to Unesco (p. 77)

and to Chapter IV Pilot Project Chile - Recommendations to Unesco concerning Chile (p. 45) and Recommendations to Administrators and Educators in Chile (p. 59).

II. PROCEDURE

The chairman and the advisory committee members, already experienced and informed in the fields of health, physical education and recreation and well versed in the areas of total education and administration, reviewed the national and international plans for education in the specific fields of health, physical education and recreation and for education in general. They gave consideration to national needs, climate, topography, culture, programs, facilities, and finance.

The chairman and the advisory committee members made an extended study of educational programs in developing nations and of assistance programs which were developed by or through the technical or financial aid of business, foundations, agencies, governments and international bodies. They read literature, contacted key persons, and attended meetings of national and international groups.

They gave special attention to Unesco programs related to education in their social and cultural settings and studied their implementations, their implications and their objectives. They studied publications of Unesco relating to all countries and particularly those projects and reports relating to the countries to be encompassed in the original concept of the contract. The project director studied the publications dealing with the work of Unesco and the United Nations for the background information desirable for the study in Chile as a pilot project.

The advisory committee recommended that the following procedure be followed in the conduct of the study:

1. Build a background from readings, surveys, discussions, conferences and visitations.

2. Become acquainted with the program, personnel, problems, needs and objectives of the program.

3. Develop recommendations on the basis of findings, experience and the contributions of professional persons in the field.

III. COMMITMENT

The concern of international bodies for education in relation to national development is not only timely but also necessary . In a developing nation there are many priorities, one of which must always be education. In addition, meeting the basic needs for humans is always a priority. Physical education,[1] health and recreation in a total education program helps people to meet their basic needs and must always be priority items in national planning for development and progress. Education with physical education, health and recreation, becomes the foundation for development and the means of cultural expression in any country.

Any view of educational planning for national development must consider all of the contributive aspects which may result from program inclusions. It may well be that employment, economic growth, and the stability of social and economic institutions may result not only from academic learning but also from learning gained in the experiences included in programs of physical education, health and recreation.

International concern in developing nations is directed to both the quantitative and the qualitative aspects of life, not only on how all of the persons in a nation may make a living but also on how they may live. The enrichment of city living and the rewarding aspects of rural living may be developed as legitimate objectives in education, physical education, health and recreation.

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[1]Here and hereafter the term "physical education" includes the activities in sports, games and athletics.

A. Unesco's Commitment to Physical Education, Health and Recreation

The recognition by Unesco of the International Council on Health, Physical Education, and Recreation, a professional body of the World Confederation of Organizations of the Teaching Profession, in this assignment and in previous assignments, is a recognition which carries commitments for both bodies. Unesco has published the statement, "...international organizations have become a characteristic of our time. They meet a real need in the modern world and they are in the mainstream of our era."[1] Unesco has recognized such an international body as the ICHPER and has made a commitment in the commissioning of the ICHPER to make this educational study with its recommendations.

Unesco has called upon the ICHPER for cooperation in projects of educational importance and implication upon numerous occasions. The resultant work and the published reports have become a part of the official literature of both bodies.

Unesco makes a commitment to education in its statement of its three functions: (1) international intellectual cooperation, (2) operational action in the service of development, and (3) moral action.[2] These three functions so essential in national development are fully considered in this study and the recommendations of the study are in support of one or more of the functions. Subordinate to these functions are many subdivisions which are a challenge to the programming and the planning for educational development in any of the

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[1]Unesco, Published statement.
[2]Unesco, Published statement.

disciplines. They are a commitment by Unesco and they are accepted fully by the ICHPER in professional planning.

Unesco's commitment to educational planning is the "Teachers, curricula, methods and schools are all basic to any education policy."[1] Teachers, curricula, methods and schools are basic not only to any education policy but also to any education process and thus to any product of the process. Physical education, health and recreation have as their objectives the same general objectives that are most emphasized in general education for the young, for the mature, and for humanity. Physical education, health and recreation are ways of education and thus processes in education. They are ways of knowing and of being which result from the facts, skills, attitudes, and practices of instruction in physical education, health and recreation are the product of education.

Unesco makes a commitment to youth. Unesco's statement about its intention for youth as quoted by René Maheu under the heading "Youth with Purpose"[2] expresses Unesco's total commitment.

> Unesco has a special duty to accord a maximum of attention to young people, for as an institution dedicated in its entirety to the forging of a new spirit in the relations between men its work would signify little if the youth of the world failed to grasp its purpose and to associate themselves fully with its goals.[3]

The article from which this excerpt is taken is illustrated with a close-up shot of young men climbing rope sided ladders. The same issue of the Courier carries descriptions of other sports and recreation activities of youth

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[1]Unesco. Published statement.
[2]Unesco Courier, "Youth with Purpose," July, August 1965, p. 5.
[3]Ibid., p. 5.

with additional illustrations. Many other materials of Unesco give attention to the sports and games, the dances, or the activities in physical education classes. In giving attention to the activities of youth while making a commitment to youth, Unesco makes a commitment to the activities. The commitment of Unesco is a commitment to youth and to mankind. Unesco considers that "specific projects should be brought into the general development of education."[1] Some of the recommnedations of this study relate to programs which already are being considered or are in the planning stage by Unesco, or they treat of special developments and contribution which will enhance the overall planning for educational objectives in national development.

The consummate importance of competent man in the world is expressed in the statement by René Maheu, Director General of Unesco, in 1963.

> The transformation of the world -- its economic and technical progress -- would be meaningless if man in his entirety, man in his body and mind, who is both the agent of the necessary changes and their beneficiary, were not the object of all progress...

Unesco calls to the minds of all humankind that there must be a direction of attention and intention to making humankind its best. Unesco charges humankind with a responsibility to make and to maintain itself at its best. This statement with its interpretation puts a responsibility upon the professions of physical education, health and recreation. Further, its commits Unesco to considered action in support of the educational effort and activities in these fields. Mr. René Maheu speaks for Unesco when he says,

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[1]Unesco, Published statement.

> The vocation of Unesco is essentially moral. Its aim, as its constitution emphasizes, is to act on men's minds in such a way as to turn them in the direction of tolerance and cooperation, of respect for the rights of man and of peace.[1]

It is held by professional people in physical education, health and recreation that the teachings in these fields can be made highly moral and can instill in the people of the world a respect for the rights of men and thus a desire for peace. It is believed that the persons in the professions possess the means and the modes to pursue a spiritual undertaking and a moral effort which deal with the total quality of mankind. Professional people in these fields can thus support Unesco's real reason for existence.

Unesco projects special consideration in the "Three Themes for Study," one of which is "the role of the human factor in the economic, cultural and political development of (newly independent) countries." "Three Themes for Study" presents the view that there is an opportunity for emphasis upon biological man, performing man, and sociological man. Always there will be attention given to man in his cultural medium, man who lives healthfully, man who participates recreationally and man who has effort to expend for expression and for personal and national progress. The idea should be extended to apply to countries other than "newly independent." The totality of the human factor is the basis for "the economic, cultural and political development"[2] of any country. M. Pierre François in addressing the opening session of the Marly Tripartite meeting of the ICHPER, ICSPE (International Council of Sport and Physical Education) and FIMS (Fédération Internationale de Médecine Sportive) in May, 1967,

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[1]Unesco, Published statement.
[2]Unesco, Published statement.

"emphasized the importance of the outcomes of the meeting in terms of the future of sport and physical education in Unesco's general program. For the first time, the Unesco General Assembly voted in favor of a more active program in these fields."[1]

Unesco took a positive stand and made a definitive commitment in the unanimous approval by the General Conference on November 8, 1966. The draft resolution submitted by France became part of Unesco's statement for commitment to action.

> The General Conference:
> Recognizing the important position sport now occupies in all countries, and concerned with the consequences of this to the physical and mental balance of individuals -- children, adolescents and adults -- and to cultural life, social attitudes and international understanding
>
> Considering that the spread and attractions of sport can serve to enhance its ethical and educational values or to depreciate them according to the way in which sport is conceived, organized and practised,
>
> Emphasizing that it rests with education to ensure the good effects of sport through the formation of healthy habits in children and the maintenance of those habits in adult years,
>
> Invites Member States
> to study and implement appropriate measures for allotting to physical education and sport their proper place in educational programmes at all levels, primary, secondary and higher,
> to develop organizations and institutions which enable the bulk of young people and adults to practise sport with due respect for its ethical and educational values,
>
> Invites the Director General
> to present to the next session of the General Conference an expanded programme of action in favour of physical education and sport which will enable UNESCO, in co-operation with the ICSPE and the ICHPER, to help

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[1] The Journal of Sports Medicine and Physical Fitness, Vol. 8, No. 1, March 1968, p. 51, Edizioni Minerva Medica, Torino, Italy.

Member States and interested non-governmental organizations to increase their efforts to make of sports a means of contributing to the overall and harmonious training of the personality, to the social integration of individuals and to international understanding."[1]

The study and its recommendations are based upon the commitments of Unesco, the commitments of professionals and professional bodies, and the needs for humans.

B. ICHPER's Commitment to Physical Education, Health and Recreation and to Unesco

ICHPER, through its specific works of cooperation with Unesco, through its support of the endeavors of the World Confederation of Organizations of the Teaching Profession, and through its development of individual and group endeavor, lends the professional support of its international body to the work described in Unesco's stated objective, "to bring into being and preserve a society whose main concern is to foster human welfare and strengthen mutual respect and understanding among nations."[2] The ICHPER and its members make both a professional and a personal commitment in "coming to grips with reality... the ways and means of a spiritual undertaking and moral effort"[3] which is expressed through an educational program to improve activities of mankind in ways of living healthfully, playing and working well, and enjoying life. Physical education, health and recreation activities are some of the strong and forceful agents for change which carry great promise for the realization of the "ways and means

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[1] Gymnasion, Vol. IV, issue 1, Spring Edition 1967, Schorndorf, Stuttgart, Germany, Verlag Karl Hofmann, p. 15. (A publication of the International Council on Health, Physical Education, and Recreation.)

[2] "What is Unesco?" Unesco Information Manuals, MC 66/XIII, 7a/A, p. 7, Unesco, Paris, 1966.

[3] Ibid.

of a spiritual undertaking and moral effort that constitute (the) true mission..."[1] of Unesco.

The World Confederation of Organizations of the Teaching Profession of which the ICHPER is one of three international members selected for the 1964 Assembly of Delegates the theme "Increasing International Understanding Through Teaching About the United Nations." At that time the ICHPER prepared and distributed a publication which gave a brief overview of the United Nations and a special interpretation of the functions of FAO, Unesco, UNICEF, and WHO in their work in areas related to health, physical education and recreation. The booklet entitled "4 United Nations Agencies and Their Contributions to Worldwide Programs of Health, Physical Education and Recreation" delineates not only the services of these organizations to the causes of health, physical education and recreation but also the strong, effective and continued support to Unesco of the International Council on Health, Physical Education, and Recreation and the World Confederation of Organizations of the Teaching Profession.

The ICHPER with ICSPE and FIMS at the Marly Tripartite meeting in May of 1967 affirmed an "unshakable conviction that the application to a long-term plan of action in...(1) protection and development of sports ethics; (2) sports and education; (3) democratization of sports (sports for the masses); (4) sport and health; (5) sport and international understanding; (6) sport as an instrument of development; (7) sport and science; and (8) sport and information...must result in a positive interaction of physical activities in the society of today. They (sports) must be conducted in such a manner that they will be

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[1] "What is Unesco?" Unesco Information Manuals, MC 66/XIII. 7a/A, p. 7, Unesco, Paris, 1966.

able to bring forth their full contribution to the health of the people, foster international understanding and act as an effective instrument for the development of individuals, communities and nations. But above all, they must keep inviolate the values brought by sport to the spiritual patrimony of our civilization.[1] To these ends the ICHPER has dedicated its professional attention and endeavor. The ICHPER has met upon numerous occasions with Unesco and has responded to many calls to further the work and the realization of objectives which are honored by both groups.

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[1] The Journal of Sports Medicine and Physical Fitness, Vol. 8, No. 1, March, 1968, p. 51. Edizioni Minerva Medica, Torino, Italy.

IV. PILOT PROJECT - CHILE

A. Introduction

This study with the request for recommendations was commissioned by Unesco through the ICHPER and its Executive Committee. The line of authority, therefore, for presenting the final report is through the ICHPER to Unesco. Recommendations regarding the development of a group of studies should be in accord with the opinions of professionals and should be in harmony with the best practices of teaching and administration. The Executive Committee of the ICHPER accepts the ideas and recommendations of this report and officially transmits the report to Unesco.

The recommendations for any country should have the expressed support of the professional persons in that country as well as the support of the professional organizations involved. Specific ideas and recommendations were generated in conferences and meetings in Chile with professional workers from many organizations serving in various assignments and reflect solutions to needs or present positive plans for progress. Their ideas and recommendations were considered and discussed with them in conferences and were used in the formulation of the recommendations included in this report.

Recommendations regarding educational plans should reflect both the basic and the productive thinking of leaders within the program. The participation of many persons, the work of the advisory committee, the conferences for background, and the preview and review of the study lend support to the study and its recommendations.

The nature of the recommendations to Unesco should be within the stated overall objectives of Unesco and should coordinate with or supplement present or existing plans. Recommended action should not, without plan or purpose, duplicate existing plans and programs nor differ markedly from them. These recommendations conform to the practices and the policies of Unesco and support and further the expressed and conceived plans of that body.

The recommendations grew out of the study of physical education, health and recreation for school age youth both in and out of school but are extended to include adult and community activities such as the development of community schools, area playgrounds, and summer camps. Adult support and participation in the development of community resources for physical education, health and recreation facilities are considered essential in developing a socio-cultural background for participating youth.

The pilot project for Chile was studied in advance and for two months, December 1967 and January 1968, in the field in Chile. Analysis, interpretation and write-up were continued following the personal visitation and conferences in Chile.

The magnitude of this assignment and the responsibility for analysis and reporting demand a labor disproportionate to the time available and to Unesco's committed support. The size of the country presents a transportation problem in time and expense. The time allotted for the completion of the study was short, allowing the director little time for full development of details for the entire study and little choice of a time for the visitation to Chile. The visitation was made in December 1967 and January 1968, during part of which time the

schools and teachers were on vacation. Many informative visits were made, however, to schools in action; and conferences were held with teachers and other professional people in many classifications of schools and at all levels of educational endeavor. Numerous discussions and interviews were held with Chileans who are in positions of service in Chilean institutions and agencies. Conferences were held with persons from other countries and agencies assigned to "missions" and cooperative endeavors within Chile.

The two-month on site study is a representative sampling of problems, opinions and solutions, but it does not have the detail nor presents the completion which might more fully represent the situation. There are some problems which have been only partially considered, and some have not yet been recognized and solved. Some solutions and proposals need yet to be formulated, and others need to be more fully refined.

The ideas and the proposals expressed in this paper and in the recommendations have come from many persons and from many sources. They have often been initiated by one or more persons in one discussion, developed with others in other conferences, and concluded with still different persons in other meetings. It is impossible to accredit specific persons for their ideas and their contributions to the total study. Generous acknowledgment is made to the many who did contribute, all of whom may recognize their own ideas, suggestions and contributions.

The final statement with the proposals for organization and implementation is the responsibility of the director. Copies of the proposal have been submitted to some selected persons in Chile whose relationships with the recommendations and with Unesco attest to their professional and personal interest in the

study, in the statements, in the development of the follow-up, and in the ultimate results. The following persons have been invited to respond to a proof copy of the study and their suggestions have been employed in the preparation of the final copy of the report.

Dr. Luis Bisquertt, Director, School of Physical Education, University of the North, Antofagasta, Chile

Miss Luz Vieira Méndez, Chief, Regional Office of Education for Latin America, Unesco, Santiago, Chile

Mr. Marco Antonio Rocca, Director of Dirección de Deportes del Estado, Santiago, Chile

Mr. Adolfo Kunz, Program Director, Dirección de Deportes del Estado, Santiago, Chile

Mrs. Luzmira Sepúlveda, Supervisor of Physical Education and Sports, Ministerio de Educación Pública del Estado, Santiago, Chile

Mr. Ernesto Schiefelbein, Ministry Coordinator for Educational Planning of Public Education for the State, Santiago, Chile

Mr. Manuel Jaime López, Assistant Food for Peace Officer, U.S. Aid Program, Santiago, Chile, Former Captain of the Carabineros, Chile

B. Background

The director of the pilot project became familiar with the Republic, the educational problems and plan, curricula, schools, administrators and faculty in all of the ways possible. Publications by Unesco and the Ministry of Education were studied. Visitations were made to schools at all levels including the normal schools and universities. Professional persons in the fields under study and administrators in education were interviewed. Agencies and organizations were visited in their offices and on the sites where their services are performed.

The accompanying identification and thus as part of the report of this pilot project in Chile serves to characterize the pilot project as a "Case Study."

1. Bibliography

Official studies by Unesco and plans and papers from the Ministry of Education have been particularly informative. Supportive information has been found in publications of the WCOTP and the ICHPER. A list of the resources employed is included in the Appendix.

2. Contacts

Organizations and individuals representing them have reflected a breadth of interest in the numerous problems for development in Chile. They have manifested their interest in the problems and they have made recommendations for further work and for the study.

a. Organizations

Organizations through their representatives have been a valuable source of information. Many government and volunteer agencies working in the fields of human betterment through services to individuals, groups, or communities have been operative within Chile. There are many needs and no needs seem simple. These many organizations and services seem to be involved in the large view encompassed within the fields of physical education, health and recreation.

Many of the functions which are performed for national betterment by nongovernmental groups may be improved by some cooperative endeavor. It is not considered, however, that independently financed and operated services and agencies should fail under an administration which gives common direction to all of them. The cooperative endeavor is encouraged

and should be enlarged upon for the organizations within their area of specialization of services.

It is important for government agencies and publicly financed organizations to plan cooperatively for facilities, programs and leadership to use personnel, areas and equipment to the best advantage. Standards, certification, finance and other factors which relate to administration and program can profit by an overall coordination and approach.

Many organizations in Chile - governmental, institutional, international, and service - carry on some functions related to physical education, health and recreation. Additional ones should be concerned and active in the development of facilities and the provision for programs. A list of organizations which have served in providing information or which may serve the purposes of informational or organizational needs is included in the Appendix.

b. Persons

Many individuals gave special help in the conduct and the development of the study as a pilot project in Chile. The list in the Appendix recognizes them for their cooperation and may serve as a resource for further contact.

c. Sites and Programs

The director of the project visited many schools and many school sites in Antofagasta and in Santiago. The schools in Antofagasta were in the final sessions before holidays. The facilities were observed; some parts of the program were studied; and the amount and kinds of equipment

were noted. The conferences with administrators and teachers revealed in part the conviction for the program and the pursuit of the activities and the objectives.

Three of the four institutes for teacher education in physical education -- at Santiago, Antofagasta, and Valparaíso -- were visited. Both public and private stadia with their provisions and programs were visited and studied in Santiago, Antofagasta, Valparaíso and Vína del Mar.

Private and agency recreation centers and areas, pools and playgrounds, government centers, schools and camps for disadvantaged youth and abandoned children, and summer camps for school children were visited and observed in action.

3. ICHPER Periodic Questionnaire on Physical Education

The 1966 "The Periodic Questionnaire on Physical Education" parts I, II, and III, for Chile were completed by Mr. Mario Aguilar Letelier and Mr. Zuonimir Ostoic C. at the request of the International Council on Health, Physical Education, and Recreation. The questionnaires were answered on the basis of two different plans for school structure. The responses to parts I and III are based on the old plan. The answers to part II are based on the new plan, the "educational reform." The responses to those questionnaires provide information which is related to this study by the nature of its acquisition and its content. Much of the information is basic to the general consideration of the study. Though translating and summarizing responses sometime introduce some variation of interpretations, it is desirable to include the ICHPER responses in an ICHPER report.

SUMMARY (Translation)

Part I - Physical Education in the School Curriculum

1. Physical education is a required subject for boys and girls in the three levels of the public schools.

2. A regular classroom teacher is the instructor for physical education in the primary grades (1-2), a special instructor serves in the upper grades, and a "professor" is assigned to the higher schools.

3. Boys and girls receive physical education instruction together in the first and second grades but they do not receive it together in the years beyond.

4. The same instructor may teach boys and girls in the first and second grades, but the assigned instructor from third grade on is a different person for boys and girls.

5. A program manual is used in instruction.

6. The teachers make individual application of the program manual.

7. The Ministry of Education is the educational authority of the government.

8. Achievement tests are included in the program of studies for physical education.

9. Two periods per week of forty-five minutes each are in the required program for boys and girls at all school levels in the school program.

10. It is required that boys and girls change clothing for physical education at all levels in the school program.

11. The teacher indicates what texts and use will be in force.

12. Gymnasiums and other indoor and outdoor provisions and developments do not exist in all schools. In fact they are scarce. The only area designated as included in all schools is a "sports field."

13. The activities customarily included in the program are:

For Primary: gymnastics, games, sports, rounds, folk dance, and field sports for boys and girls, with some additional dance for girls.

For Upper Grades: gymnastics, games, dance, sports, folk dance, and field sports for boys with an "augmentation of intensity and a domination of the technicalities" in the activities for girls.

For Higher Schools: for boys there are gymnastics, games, sports, skills, recreation and electives with "the augmentation of intensity and a domination of the technicalities" in the provided activities for girls.

14. The main objectives or propositions for physical education are:

There should be a balance in form and funtion.

There should be better development in mental, physical and social aspects.

There should be the development of a strong and able person.

There should be a responsible, working, democratic, apt Chilean citizen prepared for the times, and able to confront the future.

15. Games are provided for in the lessons and sports in a special scheduled period. Extra program hours are served by the teacher without remuneration.

16. The most important problems to resolve are:

a. General fitness of the teacher
b. Places and materials for the classes
c. Uniform texts and guides for instructors
d. Professional and technical supervision in orientation and teaching
e. Periodic revision and adjustment of the program to meet the needs of customs, climate, etc.

17. There have been changes made in the physical education program during the last three years in grades 1-8. The number of hours of physical education has been diminished to two hours per week.

Part III - Status of Teachers of Physical Education

1. The teachers of physical education participate in the general policies and the preparation of educational programs but not in the making of the plan of studies. The professors in the Institute may participate in the plans and programs of their Institutes.

2. Those persons who have direct charge of programs in the Ministry of Education and those who work in the Dirección de Deportes del Estado participate with little influence in professional work of committees for planning and evaluating activities and policies.

3. Some individuals participate in international professional bodies. Primarily though, these persons are representing specific sports or are athletic trainers.

4. There are no professional bodies of "educators" in physical education. There are sports groups, coaches, etc. organized on the basis of their sport.

5. Salaries of physical education teachers are equitable with those of other teachers.

    a. Salary or recompense of teachers of physical education is the same at all levels as it is for teachers in other areas of service.
    b. Rural and urban teachers receive equal salaries.
    c. Men and women are paid equally.
    d. Single and married persons are paid equally.

6. Salaries have a policy base.

    a. The base has assignments by title.
    b. There is augmentation for each three years of service.
    c. There is recognition for the accomplishment of studies for professional growth.
    d. The salaries for teachers range from approximately $50 to $100 per month. These salaries reflect a "marked difference" from "fringe benefits" in sick pay.

7. There are no national recognitions by the government for meritorious service.

8. Professional organizations for physical education in the country under the title of Asociación de Profesores de la

Educación Física struggled for a defense of the subject in the curriculum. This has not always had a favorable result.

9. The Ministry of Education at times accepts the voice of the Association.

10. The Association is not highly active and is very little associated.

11. Professional organizations determine norms and quality of instruction by opinions.

12. Professional organizations aid with inservice courses by participating and planning in the realization of courses.

13. There are no special recognitions of distinguished service within the profession.

14. Professionally there is no group which performs student or alumni services, prepares a publication, or develops other professional activities within its group or for service outside.

15. (One item calling for a notation of major improvements in health, physical education and recreation was left uncompleted).

16. Improvement in the national level is listed as a need for teachers in "these disciplines."

17. The ICHPER is invited to interest the government, to interest the chiefs of education, and to interest the Reactors of the Universities in health, physical education and recreation . The ICHPER is invited to distribute texts, films, and other materials which will substantiate the values in these realms of educative endeavors.

18. Scholarships shall be given for study in other countries.

Some of the opinions expressed by the respondees to the questionnaires may show slight variations from the statements of others; the statements may indicate different organizational structures or responsibilities; but it is not necessary to reconcile the variations in order to establish problems or

priorities, or to state recommendations. In some cases the statements which vary may indicate some of the problems and, further, may indicate the need for programs or solutions.

4. Education: Surveys, Studies, Curricula, and Observations

An overall planning for education in Chile was begun in 1962. The Educational Planning Commission in the Superintendencia de Educación working through committees and working with Unesco has made remarkable progress in overall planning to meet the educational needs of the country in social, technical, cultural and economic development. There has already been a thorough documentation and projection for student enrollment and the needed facilities for the number of grades and the scheduling of courses in the different areas of the country. The numbers of teachers required, their education, their certification and their subject matter areas are anticipated. Unesco has participated in many of the studies and in the planning.

The resultant action of the commission is usually referred to as "la Reforma Educacional." A statement of philosophy used in reference to the "escuela media" expresses the philosophy of the planners for, perhaps, all levels of the educational program. On page 47 of the "La Reforma Educacional Chilean", Volume I "Estructura y Planes de Estudio de la Escuela Media" a firm commitment to the support of physical education, health and recreation is made.

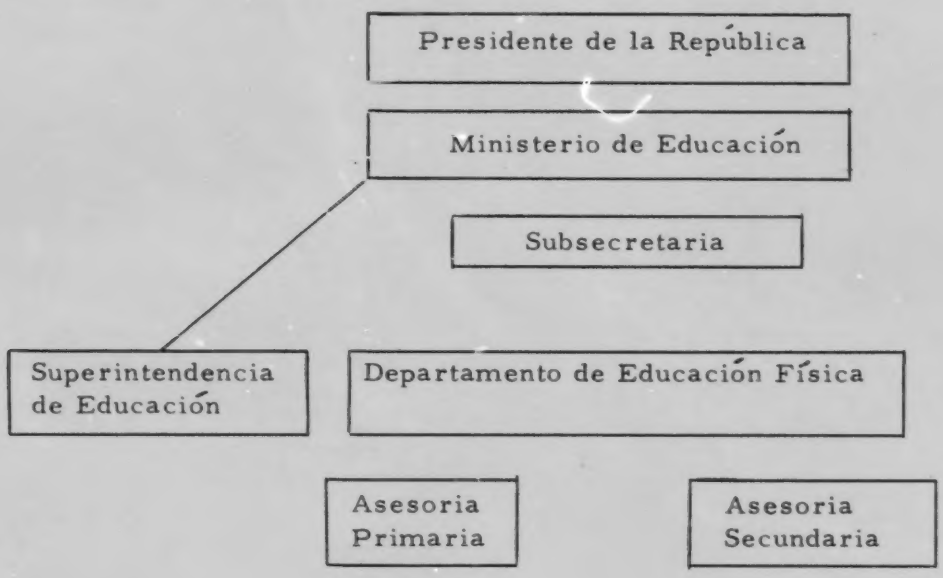
> Deberá comprender no sólo la educación física sino, especialimente, todas aquellas actividades que permitan al educando incorporar valores, actitudes, habilidades y conocimientos en vista al desarrollo armónico de la mente y del cuerpo. En este sentido, se entenderá por educación para la Salud, la gimnasia propiamente tal, la higiene física y mental, la recreación, el deporte, es decir, todas aquellas actividades específicas que contribuyan al desarrollo

> física de los educandos, asuntos de vital importancia en un país como el nuestro donde existe un alto percentaje de gente joven que constituye la reserva de la raza, de su fortalecimiento y, en definitiva, la base del desarrollo social, económico y cultural de Chile. [1]

The establishment of the Educational Planning Commission verifies the recognition of both national needs and needs for education. Much planning has been done; development is underway. Development must proceed rapidly or the needs will outpace the program. The absence of adequate facilities and the lack of a sufficient number of trained and committed leaders preclude the possibility for optimum achievement in the fields of physical education, health and recreation.

5. The Role and Organization of Physical Education in Chile

This is the administrative organization indicating the responsibility for physical education as explained by the persons filling the positions in the fourth and fifth classifications below:



[1] La Reforma Educacional Chilena, Vol. I. Estructura y Planes de Estudio de la Escuela Media, Ministerio de Educación Pública, Santiago, Chile, 1967, page 47.

The educational system has been proceeding on a plan in which there have been six years in a lower school and six years in a higher school, or a total of twelve years. In the new educational reform it is expected that a complete conversion will be made to eight years of schooling in "Educación Básica" to be followed by four years in "La Escuela Media." "Enseñanza Básica" is divided into two cycles - "Primer Ciclo" and "Segundo Ciclo." It is intended that in the former, one teacher in a class will teach all of the subjects and activities. It is intended that in the second cycle there shall be a differentiated or a semi-differentiated responsibility for teaching the different subjects. The "Enseñanza Básica" extends through eight years and is so divided:

Enseñanza Básica	Primer Ciclo				Segundo Ciclo			
	1	2	3	4	5	6	7	8

This eight year program is developing from the earlier six year program.

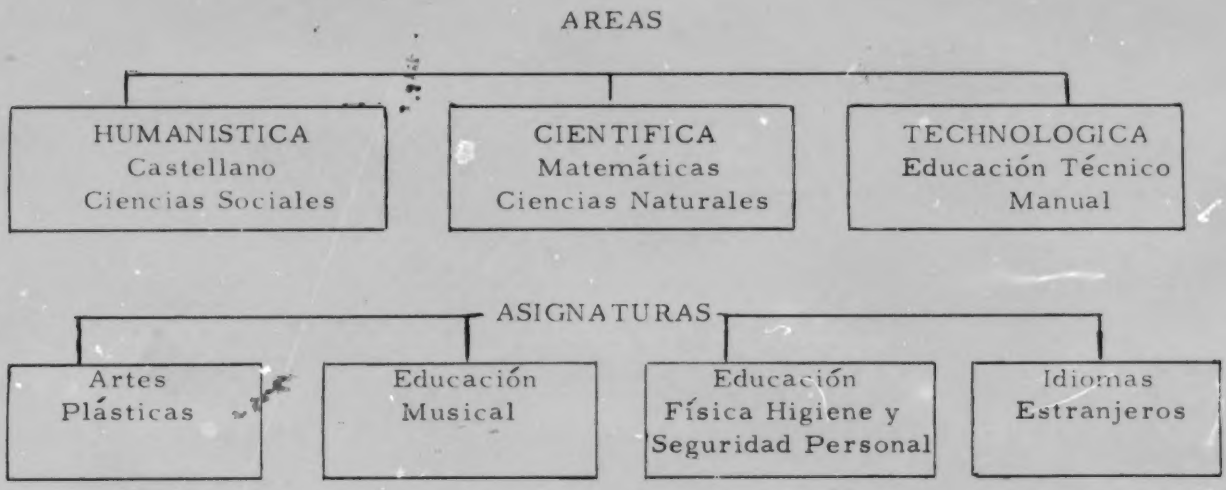
It is the plan that in the allotment of hours for studies in the grade levels there shall be an inclusion of physical education. These excerpts from charts reflect the provision. [1]

Plan Anual de Estudios de la Educación General Básica Número de horas anuales								
Educación Física	1	2	3	4	5	6	7	8
	96	96	96	96	96	96	64	64

Plan Semanal Seria	Número de horas semanales							
	Primer Ciclo				Segundo Ciclo			
	1	2	3	4	5	6	7	8
Educación Física	3	3	3	3	3	3	2	2

[1] M. Maria José, "Formulación de Objetivos Educacionales" (Cuadernos de la Superintendencia Sobre Nuevos Programas) Revista de Pedagogica, Publicación de la fide (Federación de Institutos de Educación) 1963.

The following diagram shows the present organization accepted in the educational reform by the "Honorable Consejo Nacional de Educación por Estudios Del Segundo Ciclo de Educación General Básica" (5° a 8° años en Sesión Ordinario N° 16, de 25 de junio de 1967)[1]:



"Educación Media" is a four year program following "Educación Básica." It is stated in the common plan for "La Escuela Media" that physical education shall be listed at three hours per week for each of the four years. Four additional or substitute specialization plans extend the possibility for the kind of education a student might have in "La Escuela Media." These specializations list physical education in most of their forms. It is included for two or three hours weekly through the four years of several of the options. Some of the plans call for gymnasium instruction for one hour and games for two hours, or for three hours. Some list no physical education in the requirements.

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[1] Circular N° 4 - Superintendencia de Educación Pública - "Coordinación de Programas de Estudio de la Educación General Básica."

Numerous "Normal Schools" in a three to four year course prepare teachers for assignments in the "Escuela Básica" or the "Escuela Media." These schools have courses which differ in length and quality and they admit students of widely varying capacity.

The schools where the teachers are assigned conduct education including physical education under a comprehensive statement which exceeds in performance demand the limits of the preparation in physical education for some of the teachers. The requirement of physical education as a part of the curriculum listing cannot be met in some schools due to the absence or the inadequacy of space, facilities and equipment.

The possible role of physical education, however, is clearly stated officially and has been quoted in page 28 of this report. The actual role may be more clearly deduced from the report following, of sites and activities in the case study at Antofagasta, or numerous observations in Santiago, Viña del Mar, and Valparaíso and of discussions and conferences with educators, administrators and professional leaders.

A conspicuous role of sports for youth in Chile is in developed competitions through clubs and specially organized groups. The clubs provide finance, leadership and suitable performance areas. They encourage and promote competition.

The physical educators generally express the need for having better facilities, more leadership and increased opportunities in each school for all students. They speak of the cultural importance of developing many youth at the school and community level. The conspicuous and publicized participation of the star performer conceals the lack of opportunity for participation performance and progress for the many average young persons in Chile.

Four universities in Chile prepare professional teachers for service in physical education, sports, athletics and dance: Instituto de Educación Física, Deportes y Kinesiterapia de la Universidad de Chile en Santiago; Instituto de Educación Física de la Universidad de Chile en Valparaíso; Instituto de Educación Física de la Católica en Valparaíso; y la Escuela de Educación Física de la Universidad del Norte. The universities outline courses of specialization which are in keeping with the best professional practices in the world today. They consider their professional responsibilities to the student, to education in general and to the nation. They lack the numbers of full time persons needed for professional work. They need more in facilities, libraries, and equipment.

Some professional workers at the two universities in Valparaíso split their time between the two universities and seek additional employment elsewhere. These two professional institutions duplicate their work with a small number of students in that area, yet lack sufficient teachers, funds, and facilities to develop a full and rich professional program at each institution.

6. Case Study

Part One - Antofagasta

Antofagasta, Chile, a city of 180,000, was selected as a "case study," representing Chile. Antofagasta is not a "country town" nor is it strictly a "metropolis," but lying between the two kinds of cities; it may serve as a "case study" for the country in general. It has a university, many businesses in the city and many businesses outside the city for which it serves as the center. Antofagasta is a port and has an airport. It has the problems of growth and of

poverty, of progress and of demand for more development. The registrations in pre-school and basic education were, in May, 1967:

Pre-School (Parvularia)	1274
1 year	4480
2 year	4098
3 year	3599
4 year	3210
5 year	2702
6 year	2408
Total	21,776

Antofagasta has forty-three schools for primary education. According to the classification in May, 1967, the number of locations in good condition was 16, regular condition, 17; and in poor condition, 10.[1]

Schools were visited in Antofagasta and conversations were held with the directors, with the teachers, and with the teachers responsible for physical education. This list indicates the names of the schools, the level of the schools, the composition of the school population, the length of the school day and the school officer.

Educación Primaria

Escuela Superior de Hombres No. 1 España
Director: Enrique Letelier Dominguez
Matrícula: 376 alumnos (two half days)

Escuela Superior Mixta de Niñas No. 5
Directora: Augustina Pallauta de Salgado
Matrícula: 335 niñas (two half days)

Escuela No. 2 de Niñas
Directora: Mariana Sagal de Jara
Matrícula: 746 niñas (two half days)

[1]Dirección Provincial "Educación Primaria Antofagasta: La Educación General Básica en la Provincia de Antofagasta." Informe 1967, p. 7.

Escuela No. 8 de Niñas
Director: José Tomás Gutierrez Ortíz
Matrícula: 606 alumnas

Escuela No. 9 de Hombres
Director: Benjamin Muñoz Leiva
Matrícula. 680 alumnos (two half days)

Escuela de Niñas No. 16 República de Colombia
Directora: Marina Villaflor de Cantillanes
Matrícula: 1, 186 alumnos (two half days)

Escuela No. 34 Mixta República de Itália
Director: Carlos Fuentealba Vildoso
Matrícula: 1, 635 (two half days)

Escuela Hogar No. 35 Grécia
Director: Juan González Muñoz
Matrícula: 1, 070 (two half days)

Escuela No. 40 Mixta
Directora: Sra. Eliana Labra Durán
Matrícula: 341 alumnos (morning only)

Escuela No. 36 Mixta
Director: Adrián Libuy Ollarzún
Matrícula: 499 alumnos

Escuela No. 30 de Parvulos Mixta

Escuela No. 39

Escuela No. 38

Educación Media

Instituto Superior de Comercio (Coeducacional)
Director: Manuel Viveros Sanhueza
Matrícula: 831 alumnos

Escuela Técnica Superior (Niñas)
Directora: Terpsithea Chilovitis
Matrícula: 557 alumnas

Escuela Normal Superior (Coeducacional)
Director: Raúl Cárdenas Dupry
Matrícula: 307 alumnos

Liceo de Niñas

Directora:	Nora Vera de Ramos	
Matrícula:	escuela anexa	253
	educación media	1,610
	alumnos total	1,863

Liceo de Hombres No. 1

Rector:	Mario Bahamondes Silva	
Matrícula:	escuela anexa	194
	escuela media o humanidades	1,210
	alumnos total	1,404

Colegio San José (Coeducacional) Particular

Some private support - Catholic Church

Director:	Félix Vallée Allen	
Matrícula:	escuela anexa	480
	humanidades	632
	alumnos total	1,112

Universidad

Universidad del Norte

Rector:	Dr. Carlos Aldunate Lyon
Director:	Escuela de Educación Física: Dr. Luis Bisquertt

The ten schools officially described as "in poor condition" are truly so. They can all be characterized as having old construction, few or no windows, small and inadequate space, poor furnishings, and little or no play area with no surfacing or with poor surfacing on that area which is available. One of these schools has a water supply line with a gradual slope of the pipe to allow for gravity flow to seventeen taps which serve for handwashing or drinking water. There was only a series of drops coming out of the last of the taps with all the others closed. There was not enough water to flush the toilets during the daytime. Most of the classrooms had no windows, the walls were broken, the furniture was rough and dirty, the stairs were dangerous, and the building was a potential fire hazard. The playground was up the street and around a

corner and through a chicken yard. The area was small and dirty. The director asked me if he should list what he had. He thought again, and said, "No, I can't list it, it's even impossible to describe."

Here are some comments from persons visited. Their comments are descriptive of the school and conditions and interpretative of needs. The statements came from persons of seeming positive professional quality. There was deliberation, analysis, and reasonable and reasoning presentations in their statements. The record of comments was made after each visitation by writing in a notebook or by recording on a dictaphone for replay and transcription.

Primaria

"I believe in physical education, but what can anyone do here. We have only the space in the center court and play and noise will distract the children in the rooms around."

"Physical education could bring the only joy in life to these boys and girls, but we can not bring them physical education or joy in this school or in this area."

"I do what I can but we have only that little square between the rooms around us, and we have one old ball."

"Physical education would be good for our boys but we have so little space and so many boys."

"I do all I can and as much as I can think of from what I have learned. I wish I knew more."

"We have a good program here, but there are lots of schools in this city which can do little or nothing."

"We need more space, more equipment, more materials, more teachers, and more knowledge."

"We need a longer school period so we can have a physical education program. There is another session in this building in the afternoon."

"We need a surface on our playground, and we do need to have more playground area."

"I was not educated to teach physical education, but I try."

"The important thing is to prepare the children to earn a living."

"Total education including physical education is important for children of our country, but we have so little time and money and knowledge and attitude to do what we should."

"The girls have only ballet; the boys have a set of gymnastic exercises."

"The children pass a written examination in physical education in order to get a passing mark for the course."

"We have all of the space and playground development we need but we have no play materials."

"You see we have no real playground, only that dirt yard down the street and we have one ball."

"We have so little water in this school of 500 children that we have only a slow trickle from one tap at a time. It isn't enough for drinking water. There is nothing for those miserable toilets or showers."

"Physical education and sports would make school more attractive in this poor country. Children would stay in school and learn. A good program in physical education could improve our country."

"Nobody gives us the attention or the help we need to do a good work on physical education."

"Physical education is an important part of education, but we cannot do well any part of education in these miserable quarters."

"We are fortunate, we have a good building and a good play area. We do our best."

"I believe in physical education but we need more help, supervision, clinics, special courses and printed materials."

"We do not do enough in physical education. We cannot have the results if we do not have the work."

"This miserable building and yard. The best we have is our good teachers, and we do as well as we can with what we have."

"Our children come from poor surroundings, they know nothing of play or pleasure or beauty unless we teach them. We need more to teach them. We need better things."

Educación Media

"We have this shower room and these play fields. We need better protection from the public so we can keep our place clean. We need a fence to help us to keep our grounds in condition."

"We have a good program, but we lack facilities and equipment."

"We are more fortunate than some schools, we have a place to play, but we need more leadership."

"I need help in running my program. There is not enough money for other teachers."

"We should have more activities in our program, but there is no one around who can teach the other activities our girls should have."

"I had training for what I am doing. Some assignments in other schools are made to persons who just happen to teach other subjects."

"I believe that sports and games will make good youth and good children. I try to teach my activities so they will be helped."

"Chile needs the results that good physical education can bring."

"We could develop a culture in Chile through our activities."

"Physical education can help to make school more attractive to our girls and boys."

"We teach our students (in normal school) how to teach physical education, but there are many teachers who do not get this training."

"We have a good play area. We need more supervision and leadership to conduct a program on a more full-time schedule."

"Our teachers (in normal school) need to have outlines for teaching and more printed materials, books and papers for their students."

Universidad

The professional program at the university is well conceived and is developing under the capable direction of Dr. Luis Bisquertt. The students are energetic, self-directed, and responsible to leadership. The faculty members are hard-working, objective and dedicated.

Increased and improved facilities for participation and for the learning of sports and activity skills are needed. A library with more space and more professional materials is imperative. Further specialization and breadth in faculty qualifications are known needs. The needs for sports experts are expressed by the faculty and the administration. Specifically they state a current need for a basketball coach. Visiting experts for the university and grants for faculty study in other schools and countries also are expressed needs.

The school is an active, progressive institution which can exert a leadership for a growing and developing area of Chile where there is a need for economic and cultural growth to add stability to the population. The statements of the faculty of this school are included in a general professional statement, "Professional Conferences."

Stadiums

The stadiums in Antofagasta are used by the higher schools and the university. There is a need for coordination of effort and responsibility in care and maintenance of these to make them more usable and more widely used by the schools and by youth in and out of schools.

Sports Clubs

Private or membership sports clubs are used at times with an individual fee or with group contract for school age youth. The clubs have facilities for some sports and swimming. There may be possibilities for the extension of services or for the expansion of such clubs, themselves. Though these possibilities might be considered, no recommendations are made here, as clubs have their own clientele and their own business concerns. Where their cooperation may be sought and gained the program may be helped.

Part Two - Professional Conferences

Meetings and discussions were held with individuals and with groups. Most of these persons were professional physical educators, generalists or administrators. They represented:

University of the North, Antofagasta
University of Chile, Santiago
University of Chile, Valparaíso
Catholic University, Valparaíso
Ministry of Education, Chile
Administration of Education, Chile
Teachers of Physical Education, Santiago, Chile
Administrators of Physical Education, Santiago, and Chile
Dirección de Deportes, Santiago, Chile
Sports Clubs
YWCA, YMCA
Foundations and other agencies and programs
Church programming groups
Carabineros de Chile

The statements below give evidence of needs. These were compiled from notes taken during or after meetings, from tape recorded statements, and from statements and reports written to the investigator.

> "In the Educational Reform, physical education has not gained, the situation has worsened."

"In our country the value of the contribution of physical education to education has always been underestimated."

"No persons contradict the value of physical education but no observation can be made of administrative backing in putting its values into practices."

"Chile needs to employ physical education as part of education to its educational aspirations as do the most civilized nations."

"Physical education in the last years of basic education is in the hands of teachers notoriously badly prepared in this field."

"We need hours for instruction, preparation of teachers, teaching materials, buildings, and supervisors in sufficient numbers to compare to the most civilized nations."

"We use the terms "integral formation" and "integral education", but we fail to develop fully because we fail to educate through physical education."

"Our need for physical education is not political, racial, or religious, but human -- to attain full development for our people. It is considered to be a need in all nations."

"There is a lack of professional interest in our country. We need someone to help us to learn how to build and to grow."

"We need the encouragement and the direction of outside professionals."

"We need to learn from professional people who will come in and show us how -- through their own ways."

"Our educators need some experience out in other parts of the world."

"We need to develop a professional organization in Chile."

"We must learn how to get the work done, instead of just working to get a name."

"We write reports but we don't do the work."

"Our many youth need to have the opportunities for sport and recreation and physical education activities which are offered for only a few through privileged program and competitive sports developed and financed by special clubs. (There are fourteen of these in Santiago)."

"Our school programs in sports and athletics need to give experience and encouragement to youth for participation. We are a country of sports lovers, but only a few get to perform in scheduled events such as the Maccabiah Games."

"A few selected and specially coached children and youth have good opportunities for excellence. Some finance is formed in groups to send these participants to meets on this continent, in this hemisphere, and all over the world for competition. We need to find ways to conduct practice and play for many more on a school and community organization basis."

"Organizations study us and write reports about us but nothing happens. I guess we need to make it happen."

"We need someone who is not just working for himself, to help us learn how to organize and work and achieve."

"The two universities in Valparaíso should cooperate to run one teacher education program in physical education."

"We need working positions in physical education through our government and through our minister, and not political appointments for prestige or financial gain."

"We need some specialists who can come with some authority and confer with all of the agencies."

"We need more coordination in a national plan. We have financial backing for the programs of the Carabineros and the Dirección de Deportes. We don't have enough for physical education. By coordination our money could go farther and we could serve more people better."

"We need a national coordination of effort in physical education, athletics, and sports and we should avoid useless duplication."

"We need to better coordinate the efforts of the Dirección de Deportes with the program for physical education in the schools."

"We need to train for top leadership and administration. Someone could come and help us and train others to continue the plan."

"It is important that we develop a summer camp opportunity in the schools for children to learn better ways of living, to have a beautiful experience and to learn of their country. This program should have in it experiences of physical education, sports, and recreation."

"Our physical education program should give emphasis to cultural creations in sport and dance."

"We need a national plan for physical education, supervision, preparation of teachers, printing and dissemination of materials."

"Our teachers need clinics, workshops, courses, and conferences."

"A teacher who has been given the training to teach physical education should be obligated to teach it if the assignment calls for such. There should be supervision to see that the teaching occurs."

"Facilities in our country need upgrading, including those for physical education."

"I have such a poor, sad country. We should improve our spirit; perhaps that would improve our condition. Or, if we improved our condition it might improve our spirit. I believe that physical education must enter into the improvement of our condition and our spirit."

"I believe that our two institutions (in Valparaíso) could try and should try to develop together, some things which could serve us both."

"We need a law which will give a major impulse to physical education, allotting more hours (no fewer than three per week) and assuring the funds."

"We must have a system of scholarships for teachers in the distant zones of the country and for the different educational levels."

"We should develop specialists in the universities."

"We should encourage the development of libraries on physical education and plan for inter-library loans on an international and national basis."

"We should have physical education in all the programs of the 'educación media'."

"We should work out plans for research and evaluation."

"We should work with the Dirección de Deportes for the development of films and the use of instructional materials and machines."

"We need a plan for supervision in physical education by physical education specialists who will not only 'check' but 'teach' the teachers the ways of improving in their work."

"When there is a special problem to be solved which calls for financial underwriting, there should be some way to have consideration, and to obtain the funds to accomplish the work to solve the problem."

"We should have interchange of teachers within the country and outside."

"We need to have leadership for cooperation in the development of professional attitudes, work and program."

"We should be able to provide for scholarships in the country and out."

"We might ask UNESCO to provide us with professional literature."

"There should be some way to get the equipment and materials which we need."

"We need so much and our condition worsens. We don't seem to know what to do or the way to do it to improve. Several experts could work together and help to show us the way to be and to do."

"Our ideas and our ideals are high. Our will and our performance falls short. These two could be improved."

"We need to be organized and pressured in order to be helped."

C. Summary of Findings

In reviewing all of the available reports, in considering the evidence of the sites studied, and in analyzing the statements made by professionals, one must observe and state that the picture for physical education, health, and recreation in Chile is not all as good as described in some few of the reports, nor is it all as bleak as evidenced on some of the sites which were visited.

In many places visited and in many which are accounted for by professional workers, the facilities are lacking, meager, inadequate or out of repair. Equipment and supplies are frequently lacking or inadequate. General educators and administrators and professional persons in physical education, health and recreation speak of the need for more educators in these professions, for more coordination of professional education and services, and for better opportunities and experiences in the educative process. There is evidence and support of the need for specialists within the fields.

Experts and authorities in several areas of service where government financial support maintains those services indicate that though there are not sufficient services which can be rendered with the present support, there is, nevertheless, a duplication of administrative effort.

Professional workers speak of a need to organize and to make personal and associational progress toward educative goals.

D. Recommendations to Unesco Concerning Chile

This study has been premised and pursued upon many selected statements and commitments of Unesco to national development, to education, and to physical education and sport. The following Unesco statement gives support to the study, and the study in turn gives support to the statement.

Physical Education and Sport

The General Conference,

Recognizing the important position sport now occupies in all countries, and concerned with the consequences of this to the physical and mental balance of individuals - children, adolescents, and adults - and to cultural life, social attitudes and international understanding.

Considering that the spread and attractions of sport can serve to enhance its ethical and educational values or to depreciate them according to the way in which sport is conceived, organized, and practiced.

Emphasizing that it rests with education to ensure the good effects of sport through the formation of health habits in children and the maintenance of those habits in adult years.

Invites the Member States:

to study and implement appropriate measures for allotting to physical education and sport their proper place in educational programs at all levels, primary, secondary and higher.

to develop organizations and institutions which enable the bulk of young people and adults to practice sport with due respect for its ethical and educational values.

Invites the Director-General:

to present to the next session of the General Conference an expanded program of action in favor of physical education and sport which will enable Unesco, in co-operation with the International Council of Sport and Physical Education and with the International Council on Health, Physical Education and Recreation, to help Member States and interested non-governmental organizations to increase their efforts to make of sport a means of contributing to the overall and harmonious training of the personality, to the social integration of individuals and to international understanding.[1]

The recommendations of a professional body or an international organization presses national response and international action. The recommendations made to Unesco are for action which is in the nature of Unesco's purposes. The implementation of these recommendations may bring a realization of many desirable objectives for Chilean education.

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[1] UNESCO General Conference, Fourteenth Session, Draft Resolutions and Proposals. Item 16.2 of the Agenda. 14C DR. 94 (P). Paris - 8, November 1966. Translated from the French.

Chile is considered as a 'developing' country or as one of medium development. It is a country where some work has been accomplished both by agencies of service from outside and workers from within. Chilean educators give evidence of support for and express interest in the proposals presented herein.

The future, through education and in national progress, offers a promise of results for Unesco's support. Chile as a pilot project is an understandable example of a first step. Any progress which Chile can make with Unesco support will represent the next step, a step which can be both planned and evaluated. The realization of professional progress will be evidence of what other countries might do. The realization of professional objectives for Chile would become a model of what professionals and other countries might be.

The educational planning for physical education, health and recreation as concerned in this study and as presented in the recommendations gives substantive support to the fully amplified statements presented by Unesco as the four priority tasks for educational planning for the coming years.

-- the better integration of education with the major needs of economic growth and social development.

-- a more balanced and selective expansion of the educational system.

-- the energetic inducement of essential changes and improvements of all sorts within the educational system.

-- to strengthen education outside the classroom. [1]

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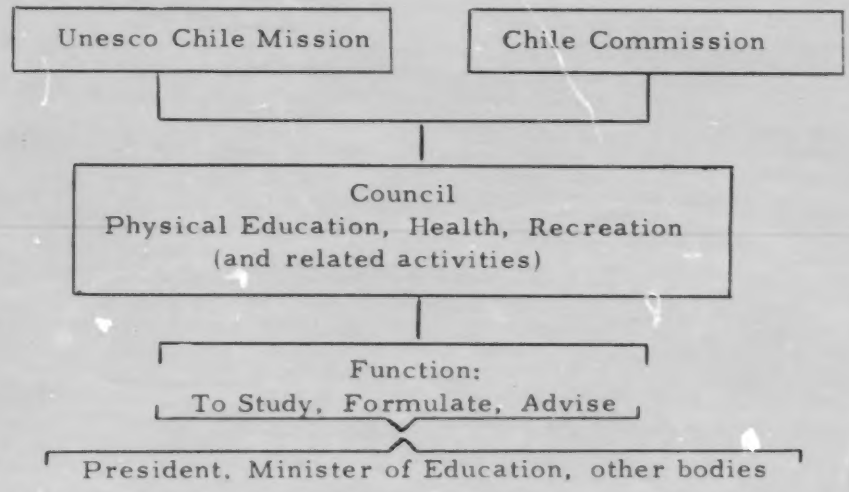
[1] Coombs, Phillip H., Unesco Chronicle, "What Major Tasks Face Educational Planning in the Next Decade?", July-August, 1965, Vol. XI, No. 7-8, p. 263-4.

A favorable acceptance and action by Unesco on the recommendations made in the report will give encouragement to, will provide an opportunity for furthering professional preparation of, and will avoke a sense of responsibility in administrators and educators in the fields under study. Action by Unesco will place an obligation upon Chilean administrators and educators to carry out the work and to meet the obligations for planning and acting on the recommendations which have been formulated for and with them as a result of many of their own suggestions.

1. Unesco Chile Mission

a. Appoint a person or persons to a "Mission" to Chile to aid professional persons and bodies to coordinate, to plan, to initiate, to pursue, to evaluate, and to continue in their own professional work. The Unesco Chile Mission desirably would be composed of no fewer than three persons who speak with ease one language in common and who all speak Spanish. The mission might work in a structured plan as shown in the following diagram.



Unesco Mission appointees should reflect special qualifications and each one should be a specialist in one area, such as, physical education, health, recreation, sports and athletics, teacher education, professional education, and normal school education. Some one or more of the group should be an expert in building plans, equipment, and installations.

It is proposed that the Unesco Chile Mission will work with a newly appointed Chilean Commission. This new Commission should be the recognized body to coordinate all of the activities in physical education, health and recreation which receive government support.

The Chile Commission might be composed of persons in such positions as the following, or such other persons as may be named to represent officially and continuously the offices or the bodies which designate them.

Supervisor	Department of Physical Education
Director	Dirección de Deportes
Sub Secretary	Finance
Sub Secretary	Public Works
Sub Secretary	Viviendas
University of Chile	Institute of Physical Education
Private Universities (3)	Institutes of Physical Education (1 representative)
Chilean Society of Sports Medicine	
Others	

The Unesco Chile Mission and the Chile Commission together will constitute a Council in Physical Education, Health and Recreation.

The Unesco Chile Mission and the Council should be located in a properly identified central office which is equipped with furniture, has the needed staff, and has official recognition, presentation, or announcement by Unesco. The Unesco Chile Mission and the Council should be associated in a cooperative way with all reasonable concerns of Unesco and United Nations in the area. The

Council will develop and house a professional library which will aid professionals in planning and programming and which will supply needed resource materials.

The Unesco Chile Mission, the Chile Commission and the Council can work with and through Chile professionals in solving some of the existing problems presented in the list of "Recommendations to Administrators and Educators in Chile." In addition, they will need to meet new problems. The great goal of the Council will be to professionalize so highly the efforts of all, that planning, problem solving, establishing priorities, and programming will move the work forward into areas of positive progress.

b. Charge the Unesco Chile Mission, the Commission and the Council with the responsibility of studying professional activities and services. One of the purposes of the Unesco Chile Mission is to get professionals to work productively. The Mission with the Commission and the Council will formulate and advise in plans and coordinate activities. They should make recognizable and meaningful progress and they should realize some attainable objectives. The joint working body will identify the key problems, consider priorities, obviate some of the difficulties about courses of action, and will commence and continue the work.

The Mission will attempt to develop a program with professionals who will maintain a continuity of action which will work to advantage in the gaining of cumulative effects. The Mission with the Council can develop the professional philosophy that action brings results. The Council will gain experience and a conviction that it is necessary to apply knowledge,

to utilize skills, and to develop techniques of working to gain results. Experience will be gained in the principles of cooperation and self-help. There may be commitment to a project and a timing for the results. There will be experience gained in identifying the problems, determining the solutions, turning the talk into plans and the plans into action. There will be a realization of the objectives on the path of progress. The results will be rewarding and the experience itself will be valuable in personal-professional development.

Unesco's Chile Mission, working with the Chile Commission in a formulated Council, should aid Chileans to develop professional knowledge, attitudes, skills, and habits to accomplish the items or programs which are listed as "Recommendations to Administrators and Educators in Chile." These are solutions to the problems which have been posed so frequently in discussions and interviews.

c. Obtain official support from Chilean governmental offices and agencies to give authority to the Council to serve as a recognized, needed, and wanted body.

d. Engage the Mission, the Commission and the Council in officially recognized work. The members of this working body should be appointed as recognized representatives to get a work done.

e. Call upon cooperating organizations for their support. The Council itself should have several major recognized bodies to receive the recommendations and to pursue the expected subsequent action. The intention is that the Council will consolidate action for all government financed projects which fall within the province of the Council. The purpose

of the Mission and the Council is not to pursue nor to protect inefficient little projects.

f. Provide ways for the Council to advise the government, the Ministry of Education, the Departments and Divisions of Government, on needed and desirable plans, developments, and activities which will aid in education, the development of youth, the improvement of human resources, and many aspects of the development of Chilean life and of Chile as a nation.

g. Contribute to plans for professional work in education. The Council will develop extended plans for professional education for the utilization of financed and certificated personnel.

h. Amplify program plans and developments for day camps, play areas, recreation centers, summer camps and school-community centers.

i. Advise on major needs for areas and facilities for development and use. The Council can inform about equipment, surfaces, and construction, to meet the requirements of programming.

j. Formulate a plan of action for the Mission and the Council with inclusions of division of responsibility, delegation of work and authority, selection of projects and priorities, implementation of projects contribution to ancillary services and continuation of work in the country when the Mission is completed.

k. Give encouragement to appropriate organizations and agencies for the accomplishment of the recommendations in the section "Recommendations to Administrators and Educators in Chile."

2. School to School Program; University Professional Exchange Programs, and Visiting Professors

Develop a program of faculty exchange coupled with institutional responsibility. Contract with four high-grade professional institutions in other countries to take leadership roles with the four professional institutions in Chile. By cooperative endeavor and professional leadership with an exchange of faculty, one for one, each year, it will be possible to educate professional leaders serving and understudying in their own home institutions or studying in other institutions to upgrade the quality of the professional work in the school for which the contract and assignment are made. It is anticipated that such an exchange may improve general departmental standards and will give ideas for administration, teacher education, curriculum planning, selection and retention of teachers, field training, and many other functions of the professional education program. Such contracts for exchange could be of profit to both of the contracted schools.

Provide opportunity for some visiting professors in Chile. The resident teacher in the subject matter field may understudy with the visiting expert.

3. Representative in Professional Planning

Advise that in curriculum studies and plans where Unesco is involved that Unesco wishes to have a representation of persons from the fields of physical education, health and recreation. There are no such inclusions in the Comisión Permanente de Curriculum de la Escuela Media and the Comisión Plenaria de Curriculum de la Escuela Media

or the subcommission for the educational planning with the Comisión de Planeamiento integral de la Educación for Chile. Professional persons in Chile state that they have much to contribute in educational planning. They assert that the plan and the resultant work would be better for their sharing in the decisions. They further state that professional recognition and encouragement are essential for their continued progress.

4. Courses in Leadership Training

Provide through the Unesco Mission in Chile an expert who can work with groups in a leadership training program. The establishment of such a training course will aid the participants in their professional productivity for working together on plans and programs. Furthermore, it will prepare them to assume leadership by giving impetus to the development of the plans and programs. It will enable them to continue responsibly in related leadership roles.

5. Physical Education and related areas in present and projected plans

Include physical education, health and recreation in all educational projections and make them an integral part of all educational planning in Chile. Any action taken for extension of services or finance for education in the school program should be taken with favorable consideration for out of school facilities and programs.

Current plans for priority projects should include a specialist or specialists in physical education, health and recreation to plan, to participate and to serve professionally in the plans now projected for Chile.

Project No. 1: National Education Center

The project and the sub-projects call for participation of persons in the fields included in this study. The developments must cover curriculum and materials in the fields included in this study.

Project No. 2: Teacher Training

Teacher education for all levels of instruction must involve specialists. Normal school education must give added emphasis to the fields under study.

Project No. 3: Agricultural Education

In the plans for the schools in this program there must be well considered and properly developed curricula and facilities recommended by specialists in the field covered by this study.

Project No. 4: Industrial Education

In the school and "public centers" for industrial instruction there must be provision for programming for school and community participation in physical education, health and recreation guided by specialists.

Project No. 5: Secondary General Education

In expanding enrollments and in providing laboratories it is important to plan areas for physical education, health and recreation, as the education needs and the climatic conditions dictate. These areas are not now listed for the plans under "Project 5" or "Sub-Project 5.2". They need to be listed there or a new sub-project heading should be made to include them. Attention given to the inclusion of suitable facilities and equipment would be greater with the help of specialists.

Project No. 6: Basic Education

The project and the sub-project should include areas and facilities for physical education, health and recreation as recommended and planned by specialists.

6. Equipment and supplies through the "Special Fund Project"

Increase the availability and the quality of equipment and supplies through the "Special Fund Project" for vocational education planning to develop techniques for making equipment and supplies for physical education, health and recreation. In vocational education a specialist should work with Chilean educators in planning and developing units for gymnasiums and playground installations and in making items for gymnasium and field use. Some of the equipment and materials needed in an area thus may be made in the classes by the vocational education department.

7. Technical help to industry

Consider the possibility of giving technical advice to a small industry in the manufacture of sporting goods. Many Chileans state that equipment and supplies are not readily available or provided. Imported items are often better than domestic items but duties make the costs extremely high. A technical expert may aid industry in a plan for procurement of raw materials, design and fabrication of materials, and marketing and distribution of products. Materials for activities, readily available at moderate prices will greatly aid programming. The development of an industry for supply of needed program equipment will bolster the economy.

8. UNICEF and the equipment for model schools

A recommendation of Chilean administrators and educators is that a working model school should be built for each level of education with facilities, curriculum and faculty. If such a recommendation is accepted, and if the necessary planning and work is done to meet the high standards which will be set, it is proposed that UNICEF cooperate in obtaining the equipment and supplies for some of these projects. It may be reasonable to consider that one or several of these developments will be a school-community-summer camp-school, thus year-round service will be assured, and the model will serve as a clear example of what can be.

9. "Technical Assistance" on extension and improvement of primary education

There is a need for the continuation of interest in and for an expansion of the developments undertaken by the funds supplied through Technical Assistance in the Unesco "major project on the extension and improvement of primary education in Latin America."[1] Elementary education in any country including Chile must not only include, but must also serve national purposes by making provision for and giving emphasis to programs in physical education, health and recreation.

10. Official recognition and support in teacher education programs

It is recommended that each of the four institutes of physical education be invited to formulate a plan for professional development, progress

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[1] "What is Unesco?" Unesco Press, 1966. MC 66/XIII. 7a/A.

and service and to submit it with a grant request to Unesco. A proposed plan with official recognition by Unesco will give motivation for professional education. The specifications for the grant request may be written by Unesco to include and to stimulate the activities which will further the profession, national progress, and the general purposes of Unesco.

Faculty members of the institutes engaged in discussion and planning with the director of the pilot project and have formulated some statements of needs which amount to requests. It is suggested that on an interim basis, any of these requests which reasonably can be met by Unesco might be favorably considered. The statements are included in the Appendix.

11. Professional and organizational support on Chilean development plans

It is important for Unesco to give encouragement, professional advice, organizational support and recognition to professionals in Chile in their accomplishments of their own work. The "Recommendations to Administrators and Educators in Chile" came largely from their own recommendations in the ICHPER questionnaires and from conferences and conversations. The recommendations anticipate some action and some attachment to objectives. Workers in the programs need to make the plans, generate the will, and produce the results of work to realize the products which can come. Encouragement, guidance, and recognition from an official body such as Unesco will help a member nation to realize its own objectives and the greater objectives of Unesco.

12. Latin American teacher education conferences

There is need to plan and conduct some conferences for Teacher Education in Latin America. The specialists who will actually serve should be the ones in attendance for such activities as track and field, basketball, volleyball, aquatics, gymnastics, modern dance, physical education and rhythms for elementary education, teacher education, and other areas of service. A call upon the experts in Latin America and other countries to present the professional material should be made to carry out the above.

The work of Unesco with Chile, in the recommended program should be to aid Chile in development. The professional personnel of Chile need to propose some priority projects and to devel the details of these projects, including financing which may be identified as projects "for and by" Chile.

E. Recommendations to Administrators and Educators in Chile

Chile must continue the effort to provide facilities and programs for all of the children of school age. There must be a real push to get children into school which gives rise to a problem of quantity matched by a problem in quality, the problem of providing a meaningful or a quality education for those who are in school. Students must be provided with an educational experience of real meaning and of high quality. For children in Chile who will ultimately contribute to the growth of Chile, this education must be practical and it must be applicable to living. The realities of education must be the preparation for a practical productive life. A practical, productive life for a person calls for a person being in possession of the qualities which may come through the activities and

learning of physical education, health and recreation. The people of Chile need the qualities needed by youth and adults the world over. The nation of Chile will prosper in a heightened quality of its citizens. Every method known must be employed to instill in youth the spirit of endeavor and the desire to expend effort and energy for play and for work. The teachings and activities in physical education, health and recreation should direct youth to participate for both individual and the common good. School itself must be a representative section of good living, and the school must contribute to a continuing good life.

Leaders in education in Chile have recognized the need for activity and in dealing with the objectives of education a clearly delineated official statement was made regarding physical education and its related areas.

Objectivos Generales

1. El conocimiento y la aceptación de sí mismo
   El hombre necesita tomar conciencia de su condición humana, de su originalidad, de sus valores de sus capacidades, de sus limitaciones. Necesita conocer todas las fuerzas que desde dentro y desde fuera de el influyen en su desarrollo personal.
2. El conocimiento de la communidad en que vive y la comprensión de su responsibilidad social.
3. El encuentro de una ubicación personal en la comunidad. [1]

There exists among professional a strong feeling for promotion of the concept of total education and for the promotion of total education for Chilean youth. Within the system of education there is an imperative need for emphasis and full inclusion of the programs and activities in physical education, health and recreation for school age youth, both in and out of school. Meeting its need will contribute to the development of Chile.

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[1] Superintendencia de Educación Pública Coordinación General de Programas del Estudio de la Educación, General Básica, La Orientación en el Segundo Ciclo Basico 6. Santiago, Chile, Octubre de 1967, p. 62.

An improved condition for physical education, health and recreation in Chile will come about largely through the quality performance of professional activity and duty. Professional administrators and educators in Chile are urged to utilize their own resources and to employ every competence to apply knowledge, will, and work to the present and future labors.

The purpose of these recommendations is to have them accepted, worked upon, and applied in order to:

improve the programming in physical education, health and and recreation within the schools.

increase and improve the facilities and the leadership in after school, vacation and summer recreation, day camps and camps.

improve the quantity and the quality of education for teachers in the normal school for their work in the public school.

improve the quality of the professional educators in the institutes.

improve the quality of the teachers who graduate from the institutes.

encourage professionals to develop some self directing activity for growth and progress.

avoid duplication which is non productive.

work for general education and professional spirit.

increase the quality of the human resources of the citizens.

increase national health and prosperity.

use training and talent in the educational endeavor and further these qualities in educators and the ones they educate.

develop and transmit social, moral and ethical values.

relate the educational process to educational objectives and national purpose. [1]

The specific recommendations to Chilean administrators and educators are as follow:

1. Facilities and Equipment

a. To give encouragement and support to CONESCAL (Centro Regional de Construccciones Escolares para America Latina - Auditoria Nacional, Mexico 5, D. F.) in the development of plans for structures which will provide for instruction and use of facilities for physical education, health and recreation for youth and for the community. The planned uses should include buildings, sports fields, and installations for in-school instructional use and for after school and vacation use for school age children and for the adults in the community. Buildings, grounds, and shelters should be so constructed as to be suitable to the climate of the particular location within the country of Chile.

> That, bearing in mind the influence of school buildings upon the quality of education, particular attention be paid to everything relating to school building programs, use be made of the technical services offered by the Regional School Building Centre for Latin America. [2]

Centro Regional de Construcciones Escolares para America Latina at Apartado Postal 41-518, Mexico 10, D. F., Mexico, working with Unesco, OEA, and the government of Mexico should be given encouragement and technical assistance to include adequate gymnasiums

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[1] Adapted from Schwartz, B., International Conference: "The World Crisis in Education," Williamsburg, Virginia, U.S.A., 1967.

[2] Unesco, Published statement.

and play space in every school building plan. Details of planning should provide for areas which can be left open for neighborhood and community use, and should provide for a lock up and security of the areas and equipment which must be so closed off for security and safety. Every school building and its related areas should serve the purposes of out-of-school youth in afternoons and evenings and during holidays and vacations. The building and its grounds should also serve the adult needs for play, sport and recreation. Where possible, gymnasiums, sports fields, and swimming pools should be developed in every school and should be so located and arranged that they can be used in off-school hours.

CONESCAL should plan buildings and areas as described above and Chile should cooperate by requesting CONESCAL to give direction in such planning.

CONESCAL should continue to have seminars in construction of school buildings and persons actually responsible for different phases of the programming and the building of schools should be encouraged to attend them.

CONESCAL's building plans and diagrams should clearly show the provision of spaces and areas for physical education, health and recreation. The developments for gymnasiums, play fields and swimming pools should be part of the drawing for each school plan.

There should be a development of some auxiliary or supplementary plans for play fields, gymnasiums and swimming pools which can be made as additions to existing schools. These planned units could become by

addition, substitution, or rearrangement part of fully designed and integrated plans.

There should be a continuation in the action "to encourage research on materials, designs and construction methods abest adapt d to regional conditions, resources and requirements" and a continuation of a training of technicians.

b. To give emphasis to the development of school buildings which in chosen locations will serve the purpose of camp-dormitory needs in the educational planning for summer programming of urban and/or rural children. CONESCAL must give attention to this need.

c. To include a technical expert in buildings and play areas for physical education, health and recreation on the building committee for construction of play fields and playgrounds.

d. To plan and construct school buildings and play yards for ready use and easy supervision for neighborhood and community use.

e. To raise the standard of gymnasiums and outdoor play areas in both rural and urban areas and particularly in substandard housing sections as rapidly as possible.

f. To aid in the preparation for and the organization of "trabajos de verano" so that some of the students who will participate will be better able to develop facilities and areas for physical education, recreation, games and sports and neighborhood play.

g. To develop plans for cooperative use of agency, club, and organizational facilities such as pools, fields, and tennis courts.

h. To develop recreation areas and conduct programs in rural

areas to enhance the quality of life in the country and to encourage a sense of community through individual and group participation. The developing of rural living will support the progress of the rural economy and diminish the problems which result from "flight to the city."

i. To develop recreation areas and conduct programs in city areas. To add open areas and green areas to the locale and to make life more meaningful in plan and action.

j. To plan and construct facilities for physical education, health and recreation for schools at all levels, the basic schools, the middle schools, the normal schools and the universities. The needs for activity facilities for youth are equal regardless of the kind of school. Schools for special forms of education will need additional and different facilities from those of the normal schools or the institutes of physical education.

k. To encourage and develop local and national industry for a more complete manufacture and supply of sporting goods and equipment.

l. To plan for correlation with technical and industrial administrators and teachers for inclusion of courses in the schools for the construction of apparatus and selected items of equipment.

2. Curriculum

a. To include a daily program of no less than 45 minutes of physical education for students in the escuela basica.

b. To schedule the students in the escuela media for physical education no less than three periods per week. The student's course of study should not be the force directing the amount of time to be spent in

these vigorous, wholesome activities of youth. The physical education program is for the student rather than for his course of study.

c. To develop a working model school at each level with facilities, curriculum, and faculty. Expand the number of working models within reasonable geographic areas, using the models wherever possible as a basis for instructing and informing teachers, communities, and administrators.

d. To give emphasis to physical education, health and recreation and as an area of specialization for teachers who will be assigned in the grades 5-8 of educación básica. To plan a program based upon the abilities of specialized teachers.

e. To develop courses and certification within the Institutes of Physical Education and the normal schools for high level professional leaders of program and activitiy in the summer camp schools. To plan a curriculum for summer camps based upon what the leaders can do.

f. To include professional personnel from the fields of health, physical education and recreation on the Comisión Permanente de Curriculum de la Escuela Media and the Comisión Plenaria de Curriculum de la Escuela Media and the subcommissions of these bodies and in other working committees where curricula are being considered.

g. To provide for an exchange of professional students at the undergraduate level. These intervisitations of selected students will gain results in the infusion of spirit and the acquiring of new learning. In addition, there would be both a learning and a teaching by ordinary professional and social idea interchange.

h. To continue in the active preparation on national and the local level of texts, charts, films, guides and other materials for curricular use. Individuals and groups must be given encouragement to take the initiative in the completion and the refinement of data or teaching materials. They should participate in the creative organization of instructional materials.

i. To develop a program which gives not only attention but emphasis to activities for all. Develop a school sport program which includes all of the students in activities planned for their own grade level. Plan school and interschool activities. Retain all of the students in the program and the schools. Do not make early eliminations and selections for championships.

j. To develop the elements of the curriculum which lead to values for human conduct. The ideas and ideals which lead to desirable self-direction, self-expression, creativity, a sense of responsibility, an attitude for cooperation and a need for effort to accomplish results must become a part of the teaching and the learning. The concepts of service not only to self but also to community and nation, and the honor of a people and a nation are within the scope of the educational objectives set for these programs in physical education, health and recreation. The program should give marked emphasis to the development of a spirit of effort which should apply to both play and work. Physical education, health and recreation activities and instruction must always give attention to the individual and to his responsibility in attaining personal accomplishments and developing a common good.

k. To give emphasis to the continuation and to the dissemination of game and dance forms which will enrich the cultural heritage of Chile, developing an individual and national pride in the participation and the preservation of the practices.

3. Teacher Education Program

a. To give a renewed emphasis and an identified specialization to programs in physical education, health and recreation for teachers in the normal school. Those teachers who will be certified to teach in the second cycle of the escuela básica should have some specialization within the area of physical education, health and recreation to teach at this level.

b. To prepare professionals to serve in area and community recreation centers.

c. To grant scholarships for undergraduate students and professional educators to study at home and abroad.

> That a system of scholarships, adequate in quality and quantity, be established in order to ensure equal educational opportunities and the access of all children and young people to the highest levels of study without any other limitations than individual aptitudes and abilities. [1]

d. To prepare teachers in the institutes with certification to teach as specialists in the areas of physical education, health and recreation in the years 5-8 of escuela básica.

e. To develop courses and programs of teacher education at all levels for teachers who will work with the handicapped. The curriculum

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[1] Unesco, Conference on Ministers of Education, p. 10.

content for the teachers should also develop curriculum content for the students they will teach.

f. To improve the general quality of teachers for physical education, health and recreation through selective recruitment, curriculum, evaluation, supervised student teaching, in-service education, continuing education, and meeting current certification standards.

g. To maintain the institutes as integral parts of the universities. The institutes should not be drawn away from the universities in independent and disassociated academic endeavor, nor should they be drawn away geographically.

h. To use the general education courses and requirements in a university for the general education requirements of the physical education major in the institutes. This will give the physical education major the broad general education background needed, and will put these students in company with other students in the university. This plan will keep down the costs by not duplicating some of the courses for the institute students alone. It will leave the institute teachers with the responsibility of developing to a high degree of excellence their own specializations.

i. To cooperate in the professional work at the University of Chile and the Catholic University both at Valparaíso. These two institutions have many needs, few students, and some faculty members who serve both institutions. It is considered desirable that each school develop some areas of specialization, develop a faculty of full time teachers, and construct some major, and needed installations. It is recommended that such planning and development should be for the expressed purpose of

sharing in the responsibility of educating the students in the two institutes. Many of the courses should be taught by one institution, or the other. The students would attend the designated professional courses in the school as planned. This will professionalize the faculty, the students and the work.

4. Administration

a. To develop regional offices staffed with personnel who can help with program, instruction, evaluation, direction of facilities, inspection, in-service training and the coordination of related activity.

b. To hold districts, areas, and cities responsible for meeting the requirements of the physical education program if they are to share in the educational equalization allotments.

c. To give scholarships for specific training to selected personnel who are needed to teach specific subject matter or to serve in a geographical area. The scholar should be obliged to return and he should be given the professional assignment for which he has prepared.

d. To plan for some interchange of teachers where the program and the teachers will be served by the "visiting scholar" or "visiting teacher."

e. To provide supervision which is professionally oriented and which has as its objective the improvement of the educational process.

> That supervisory services for the different levels of education be improved, that the personnel in charge of their services by given specific training for the work, that their numbers be increased as required and that supervisory methods and techniques be revised. [1]

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[1] Unesco, Conference of Ministers of Education, p. 10

f. To plan for a model and demonstration school which will demonstrate the best practical elements and qualities in facilities, program, evaluations and service to the community in meeting broad educational objectives.

5. General Education Emphasis

a. To include instruction in all adult education programs in the plans for education of the workers. In consideration of the need of

> an integral education there is real reason for teaching of home and parent responsibility for physical education, health, recreation, and sports. This attention needs to be given not only for the youth but for the parents as well. Such attention will help to meet the objectives in the consideration for community responsibility and for home practices. There is always the conviction that adult and other special educational services be included in the educational structure.[1]

b. To include in adult education manuals specific materials related to physical education, health and recreation from the layman's point of view. In adult education the manuals prepared to teach reading, such as "La Raíz y La Espiga" may well include one topic each on family and community responsibility in providing areas for play, planning recreation and programs, giving parental encouragement to youth, and maintaining beauty and order. It may be desirable to develop a separate booklet for the series "La Raíz y La Espiga" in the "Planes Etraordinarios de Educación de Adultos." This reading-teaching volume would detail by word and picture how games and sports and related health activities

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[1]Unesco, Conference of Ministers of Education, 1960, p. 9.

for children and youth can be developed and directed in the home and neighborhood. This series has as its objectives those values that are both personal and social. Many of the needs for the development of youth and the consolidation of family ties can be realized as personal and social objectives through the development of rational and positive activities and habits related to physical education, health, and recreation.

c. To include related material in periodicals prepared for circulation for educational purposes. Material explaining and describing programs of education, physical education, health and recreation in such publications as the journal for rural families, "Surco y Semilla", published by el Instituto de Educación Rural, would gain broad support for programs.

d. To include instruction in home and neighborhood play, sports and recreation, in adult education, in the programs described in the booklet, "Educación para los Trabajadores," as part of what a worker should know to lead to "una educación integral" as described on the fifth sheet of the booklet. The additional items of "educacion communitaria" and the works of the Comité Interservicios para el Desarrollo de la Communidad, an organization created to serve under and subscribed to by the subsecretaries of Education, Health, Labor, Agriculture and Public Works for the Directores Generales of the different services and the Vice Presidents of CORA and INDAP and the Consejero Nacional de la Promoción Popular, are described on the eighth sheet. All organizations must become involved in a realization of the need for providing for home and community activity and must be brought into a planning program

for developing areas for activity and instruction in the events which will enrich city and rural living.

5. General Education Emphases

To include materials in the courses for the education of mothers about individual, home and neighborhood responsibility for planning for play, for providing areas and leadership, and for giving encouragement to activities for youth.

6. Professional Organizations and Activities

a. To build some strong professional organizations within the larger education program. Some suggestions of need are:

(1) One large professional unit for physical education, health and recreation.

(2) An organization of persons in the professions who teach in professional education in the four institutions.

(3) An organization of persons in the professions who teach in any of the institutions of higher education.

b. To develop a professional journal within the professional association.

c. To interchange teachers within the country and with other countries.

d. To harmonize the requirements of the state and the requirements of the courses of studies.

e. To coordinate the efforts of the four teacher education institutions through professional meetings on their approaches to objectives, courses, application of learnings, teacher experience, in-service teachings, placements, and follow-up.

f. To work to obtain more installations, equipment, supplies.

g. To obtain professional literature and to build regional libraries and repositories of professional literature.

h. To clarify through the supervisor and the Ministry of Education the nature and the inclusion of the program. It is important to accent a defined educational effort in the physical education program rather than to conduct a junior professional sports program. The personnel, the administrators, and the government need to gain this view.

i. To take individual initiative to prepare professional activities and to write and produce texts, charts, films, guides and other teaching materials for local or wider usage.

j. To believe and to support the belief, that professional work must generate more practical positive action. The profession must build itself and a large part of its program of activity. It must start with professional persons and build professional organizations which conceive their own ethics, labors, and objectives. The profession must look to itself for leadership and incentive, for a profession will develop primarily through its own efforts. True programs and sustained progress in a profession is dependent upon self-help.

7. Leadership

a. To offer vocational professional courses for young leaders who may work in summer camp programs, day camps, or in neighborhood or community play areas as suggested by the statement.

> Short vocational training courses be organized for students who have completed or abandoned their secondary schooling but have no possibility of going on to higher studies.[1]

b. To prepare students who will participate in the "trabajos de verano" so they may assume direction and leadership of recreation, sports, games and neighborhood play.

8. Coordination and Cooperation

a. To coordinate and to cooperate in present programming. Several government financed agencies are now performing some of the same functions, or overlapping in some of the same efforts. Programming for physical education, health, recreation and camping and summer activities may be planned to use funds, personnel, and facilities to better advantage and to serve more children. Some of the divisions which might work together in a single joint endeavor are: Ministers of Education, Supervisor of Physical Education, Summer or Vacation Camps, Dirección de Deportes del Estado, Director of Program of the Carabineros of Chile, and Department of Menores. Such coordination could reduce the duplication and increase recognizable results avoiding the dissipation of effort and money in agencies which are supported by public funds.

b. To plan with all government agencies and services for development of facilities and equipment, and for the scheduling of programs which through activities in physical education, health and recreation will

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[1]Unesco, Conference of Ministers of Education, p. 9.

will add to the socio-cultural development of the citizenry. Some of the agencies and some possible involvements are:

Corporación de Servicios Habitacionales
in the development of play spaces within housing areas and for sports fields within poblaciones.

Asociación Chilena de Ingenieros Forestales
in the development of outdoor education and recreation programs for youth.
President, Eduardo Zañartu B.

El Instituto Chileno de Colonias y Campamentos
in plans for children's vacation camps.
Vice President, Padre Alceste Piergiovanni

Instituto Nacional de Capacitación Profesional (INACAP) of the Corporación de Fomento de la Produción (CORFO)

Caritas, Chile
in plans for children's summer camps and homes.
President, Manuel Valcarcel

Consejo de Menores, Carabineros de Chile
in program for homes, schools, camps.

University Service Plans such as:
Anteproyecto General de Trabajos Universitarios de Verano
Federación de Estudiantes de la Universidad del Norte
Departamento de Acción Universitaria
Popular de la Universidad del Norte.

Promoción Popular y del Servicio de Cooperación Técnica

(Others)

V. RECOMMENDATIONS - GENERAL - TO UNESCO

This study was initiated as a case study to apply to several nations. In development plans for one nation or more a broad view must be taken of the policies and relationships of Unesco and its member nations. It is considered that the following recommendations may relate either directly or indirectly to the recommendations which were solicited by Unesco for Chile and which are presented in this report. It is probable that the recommendations to Unesco may have an application to the countries which may be included within this larger case study and to other countries where Unesco is conducting programs.

A. Unesco - Action in Present Work and Relationships

Unesco already has an expressed philosophy, many current practices, and numerous projected actions which should give emphasis to physical education, health and recreation. Unesco needs to look at present planning to increase the opportunity for more persons to make significant contributions to the overall objectives of Unesco in the fields of physical education, health and recreation.

1. Develop an effective relationship with the International Labor Organizations. Provide literature and encouragement to the International Labor Organizations for planning for the construction, maintenance and use for physical education, health and recreation in or through syndicates, neighborhoods and other groups.

2. Inform teachers in the International Bureau of Education. Give encouragement to and provide literature for teachers in the International Bureau of Education so that they may assume responsibility and leadership in home, school, group, and community efforts to establish facilities and direct activities.

3. Make plans for adult education. In all plans for continuing education for adults lay stress upon the activities for youth in physical education, health and recreation in the home, the neighborhood and the community.

4. Give direction through materials used to teach reading. Include direct and clear statements on physical education, health and recreation in instructional materials.

5. Give thought and attention to physical education, health and recreation in all programs for youth. Give emphasis to these fields in all "studies of problems of youth, notably by the contribution of associated youth enterprises to activities of young people for international cooperation and understanding."[1]

6. Consider that both girls and boys should be included in program plans. In educational planning and in inclusions for physical education, health and recreation there shall be a "long-term program for equality of education opportunity for girls and women."[2]

7. Include the fields of physical education, health and recreation in educational planning. Advise area offices and educational planners to include professional personnel from the fields of physical education, health and recreation in curriculum planning for total or general education projects.

8. Give identified attention and extended emphasis to programs related to the activities of physical education, health and recreation, in the school program and for school age youth in and out of school.

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[1] Unesco, Published statement.
[2] Ibid.

9. Inform all cooperating bodies, regional centers and member states, of Unesco's interest in developing programs related to physical education, health and recreation.

10. Include references to and development of specific topics on physical education, health and recreation in all appropriate ways. Consider that scientific and technological research related to human performance in physical education, health and recreation should be included in the general areas covered by the classifications "Science," "Social and Human Sciences" and "Culture," and give earnest consideration to development of subject matter with emphasis in each area. Suggested are:

Science

International Cooperation for the Advance of Scientific Research and Documentation

Organization, Cooperation and Support of International Research and Documentation

(Develop)

Social and Human Sciences

Promotion of Research

(Develop)

Application of Social and Human Sciences to Contemporary Problems

(Develop)

Culture

International Cooperation and Encouragement of Artistic Creation

(Develop)

Measures for the Protection of Mankind's Cultural Heritage

(Develop)

Dissemination of Culture

(Develop)

Study and Mutual Appreciation of Cultural Values

(Develop)

International Exchanges

Publications - continue and broaden - give emphasis and classifications in fields of physical education, health and recreation.

Series of studies and surveys on international cultural cooperation. Give attention to physical education, health and recreation.

Awards of travel grants.

Administration of International Fellowships.

Campaigns to encourage fellowships - give special attention and emphasis to awarding of these to persons in the fields of physical education, health and recreation.

11. Give encouragement for the development of facilities, adequate in number and appropriate in design, to provide for physical education, health and recreation for all ages, pre-school through adult. Include indoor and outdoor areas suitable to the climate and the community and areas for dressing, showering, and storing clothing, when in any way these features are reasonable or practical.

12. Help countries through their leadership, to develop philosophical views on physical education, health and recreation, that they may establish guidelines for planning educational programs to capitalize upon the activities and the learnings in these fields.

13. Use United Nations and Unesco findings and research now existing; employ technical information and personnel in follow-up on all related and contributive conference conclusions and recommendations. Encourage member nations to participation in United Nations programs for fellowships, personnel, equipment and supplies and educational activities related to physical education, health and recreation.

B. Unesco - Administrative Action with New Emphases

Unesco can give greater impetus to desirable efforts and can profitably pursue the objectives with some new attentions and emphases within the present structure.

1. Coordinate, unify and emphasize the work of Unesco which relates to physical education, health and recreation at the Unesco headquarters.

2. Identify the responsibility, for "Perhaps no other international organization has a range of activities that is so broad, varied and vast"... and "The very extent and variety of Unesco's programs inevitably demand an even greater specialization."[1] Specify and delegate one person in each Regional Office of Education to be responsible for the main concerns of physical education, health and recreation.

3. Plan for physical education, health and recreation to be a part of every education project for college and university men and women, for teacher education, for normal school education, for secondary school youth and for elementary school children.

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[1] "What Does Unesco Actually Do?" Opinion, February, 1967.

4. Promote social, cultural, ethical, moral and high quality human standards in all aspects of the programming for physical education, health and recreation.

5. Recognize appointed and authorized personnel, Unesco appointees, who serve with or without salary in any capacity. Notify Unesco and United Nations administrative staff in the geographical area of service regarding the appointment and the nature of the work for Unesco.

C. Unesco - New Program

1. Plan, produce and distribute a volume for the series "The Arts of Mankind" on sports, games, recreation and dance. Give emphasis to the socio-cultural aspect of participation, experience, and accomplishment. Unesco's prized volume "The Arts of Mankind" give emphasis to chosen aspects of man's culture. That which Unesco wishes to have emphasized in man's nature and expression, Unesco should select for presentation and development in these volumes.

2. Plan, prepare and distribute texts, films, and other materials which will help professionals in the developing nations to conduct their teaching and services in physical education, health and recreation. A need is expressed for materials which will aid teachers in substantiating the content and the values of physical education, health and recreation in educational planning and programming.

3. Give aid and encouragement to Latin American and Central American countries to pursue some professional work and to conduct some professional conferences on a regional basis in the fields of physical education, health and recreation.

D. Unesco - Recognize the Suggestions of the International Conference on the World Crisis in Education

Physical education, health and recreation in the school curriculum should be considered subject to the same analytic and evaluative measures as are all other parts of the program, as suggested at the International Conference on the World Crisis in Education (Williamsburg, Viriginia, October 1967). Briefly, these items are:

1. Information about education
   Educational systems must know their own conditions
   Improvement is related to information about status
   The facts should be available for others

   a. Statistics needed on teachers, students, income and expenditure for analysis and dissemination.

   b. Evaluation is necessary on a country basis
   Seek to increase the quality and quantity of the educational services.

   c. Subject the program to outside scrutiny by experts - (Suggestion was made that this might be arranged through Unesco).

   d. Responsibility for dissemination of proper information.

2. Management and structures
   Improved management at every level

   a. Managers and administrators from the ranks of teachers with ability and experience, and managers of ability re-trained for the educational task.

   b. Administrative personnel should be planned for and trained.

   c. Actual task of management is planning. Unesco attaches high priority to planning. Use International Institute of Educational Planning.

   d. Management and planning through educational structures related to the functions - the specialized tasks.

   e. The university must participate in the social education

planning responsibility. The university needs strong direction within its own institutional structure.

3. Teachers and students
The teacher and student are the center of the educational process

   a. Recruitment of good teachers is a top priority
   Good salaries should attract
   Good teachers should be free to operate productively
   Good teachers should play an important role outside the classroom.

   b. The teacher needs full preparation in an institution which checks all of its methods and units.

   c. The teacher should be able to employ the items or techniques to assist in the educative process.

   d. Students must become an active part of the education process.

4. Contents and method

   a. The curriculum must relate to life and the area.

   b. Content and method can be shown in demonstration schools.

   c. Attention must be given to the process
   Mr. René Maheu is quoted regarding research on process and the international exchange of professional experience.

5. Educational resources
Finance is necessary

   a. Allocation of 10% of defense funds
   Education the best of defense against the elements that lie at the base of conflict.

   b. Search for ways to gain private funds.

   c. Devise use of local personnel of ability, consolidate some institutions.

6. International cooperation
Increased external aid

   a. Recipients formulate priorities

   b. Evaluate for guidelines

c. Coordinate assistance

d. Recipient country must have a well conceived plan of educational development

APPENDIX

I. Background of Preparation

A list of the books and publications which have proved helpful in obtaining background information, and which may, therefore, prove valuable for other educational planners in physical education, health, and recreation, is included as part of this study. Bibliographical items which relate specifically to Chile are included in that part of the report which reports the pilot project to Chile. That section may be reproduced separately and may be given wider distribution in its Spanish translation to persons in Chile.

The bibliography is representative and selective but not complete. Good reference bibliographies are available in published form from many sources.

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Part II - Teacher Training for Physical Education

1. There are four institutions engaged in teacher preparation in physical education: Instituto de Educación Física y Técnica de la Universidad de Chile; Departamento de Educación Física de la Universidad de Chile en Valparaíso; Departamento de Educación Física de la Universidad Católica en Valparaíso; and Departamento de Educación Física de la Universidad del Norte en Antofagasta.

2. These institutions confer a title of Professor for Middle Instruction. These three latter institutions are new and are still developing their programs; therefore, the responses to the items in the questionnaire will be based on the courses at the Institute of Physical Education of the University of Chile in Santiago, founded in 1906, the first established and recognized school. Its record of professional, scientific and cultural work is well recognized.

3. The teacher shall have a general background in education and in the professional field. It is necessary that the teacher be prepared to teach in basic and middle education and give leadership to sport and recreation in community work.

4. Facilities are necessary for the complete education of the teacher. The teacher is to be prepared through the related cultural, scientific and pedagogic studies to assume leadership in a wide variety of activities of an academic and participatory nature.

5. There is need for the development of stadia, laboratories, classrooms, and other related areas for the education of teachers. Some of these are now being built.

6. There are "chairs" of professionalization.

7. It is important for the students to know the related social problems both local and national such as feeding and alcoholism. It is necessary to know how to study these in methods and technique and to be concerned with the existing activities in these areas. Each student must carry on one piece of related research.

8. A professional library of satisfactory quality is essential for a professional education institution, a professional journal with exchange of journals and articles with other countries is essential to professional growth. (The University of Chile has had such a journal but such publications

are not of as high quality as they might be, due to lack of funds.)[1]

9. The general practice is that teachers of physical education shall have three years to prepare for teaching in the basic education program and four years for higher level assignments. The title for a person in basic education (grades 1-8) would be "Professor of the State in a Basic School with Specialization in Physical Education." A person who teaches above Basic Education in "Educación Media" (grades 9-12 or 10-13) would have the title "Professor of the State in Physical Education."

10. It is necessary that the student shall have satisfactorily pursued the 12 years of study in "educación básica" and "educación media" to enter the professional education course.

11. The objectives of the teacher education program which need more attention are:

    a. Actualization of technical knowledge and methods of investigation according to recent scientific findings.
    b. To develop identifiable elements in the body of knowledge conforming to scientific advance and social theory.
    c. Enhancement of the importance of Social Physical Education.
    d. Greater emphasis and investigation for improvement of the teaching process.
    e. There is need to correlate with physical education learnings those ideas and ideals which have to do with national doctrine.
    f. Decided attention to resolve material problems of stadia, fields, etc.
    g. Realization that if there is a correlation of the learning in physical education there can be a capacity for meeting social situations.
    h. Recognition of the value of physical education as part of the total education process.
    i. Engage in preparing professionals to serve in the school and in the community.

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[1] This journal, Revista Chilena de Educación Física, was founded in 1934 and is reported by other cources as 'still being published.'

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Elegant, Robert S., "China's Next Phase," Foreign Affairs, October, 1967.

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Neumann, Drs. Alfred K. and Charlotte G., "Preparing Physicians for Fieldwork in Developing Areas," January, 1968, Harvard Public Health Alumni Bulletin.

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Torres, Andrew M., "Plan KUUDO: An Experiment in a New Dimension of University Responsibility," AAUP Bulletin, Spring 1968, pp. 85-89.

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World Confederation of Organizations of the Teaching Profession, Report of the Regional Conference on the Status of the Teaching Profession in the Americas, Bogota, Colombia, October, 1966. WCOTP, 1330 Massachusetts Avenue, N.W., Washington, D.C. 20005, U.S.A.

B. Contacts

Many organizations and persons have had experience in development programs. The chairman discussed with numerous individuals the plans and the work of such programs, particularly those programs in education. The knowledge of these informants and the information about their programs aided in the study. Correspondence and the published reports of projects and programs added to the insights for planning and developing this project and for making the recommendations.

1. Organizations

Many professional, governmental, economic, and business organizations shared their experience through direct contact and publications. Their experience proved invaluable in developing an approach to the work and in expanding a knowledge of the nature of the problems and the possible or the needed solutions.

American Association for Colleges of Teacher Education, 1201 Sixteenth Street, N. W., Washington, D. C. 20036.

American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N. W., Washington, D. C. 20036.

American Medical Association, 535 North Dearborn Street, Chicago, Illinois 60610.

Asia Foundation, P. O. Box 3223, San Francisco, California 94119 (550 Kearney Street).

Asia Society, 112 East 64th Street, New York City, New York 10021.

Board of Foreign Scholarships, U. S. Department of State, Washington, D. C. 20520.

Brigham Young University, Latin American Faculty Committee, Wesley W. Craig, Jr., Coordinator, Provo, Utah 84601.

Brookings Institution, Washington, D.C. 20036.

Carnegie Endowment for International Peace, United Nations Plaza, New York City, New York 10017.

Center for Inter-American Relations, 680 Park Avenue, New York City, New York 10021.

Center for International Affairs, Harvard University, 6 Divinity Avenue, Cambridge, Massachusetts 02138 (Samuel P. Huntington).

Center for International Studies, Massachusetts Institute of Technology, 30 Wadsworth Street, Cambridge, Massachusetts 02139.

Committee on International Exchange of Fersons, 2010 Constitution Avenue, N.W., Washington, D.C. 20418.

Committee for Economic Development, 1100 Connecticut Avenue, N.W., Washington, D.C.

Community Research Associates, 124 East 40th Street, New York City, New York 10016.

Education and World Affairs, 522 Fifth Avenue, New York City, New York 10036.

Experiment in International Living, U.S. Headquarters, Putney, Vermont.

Fitness and Amateur Sport Directorate, Ontario, Canada.

Ford Foundation, 477 Madison Avenue, New York City, New York 10022.

Foreign Policy Association, 345 East 46th Street, New York City, New York 10017.

Institute of International Education, 809 United Nations Plaza, New York City, New York 10017.

International Council on Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

International Recreation Association, 345 East 46th Street, New York City, New York.

Ithaca City School District, Ithaca, New York.

Lion's International, 209 North Michigan Avenue, Chicago, Illinois 60601.

Massachusetts Institute of Technology, Center for International Studies, Cambridge, Massachusetts 02138.

Minnesota World Affairs Center, University of Minnesota, Minneapolis, Minnesota 53455.

Mott Foundation, Flint, Michigan.

National Academy of Sciences, National Research Council, 2101 Constitution Avenue, N.W., Washington, D.C. 20418.

National Recreation and Park Association, 1700 Pennsylvania Avenue, N.W., Washington, D.C. 20006.

New World Foundation, 475 Riverside Drive, New York City, New York 10027.

Near East Foundation, 54 East 64th Street, New York City, New York 10021.

Ontario Teacher's Federation, 1260 Bay Street, Toronto 5, Canada.

Operation Crossroads Africa, 150 Fifth Avenue, New York City, New York.

Peace Corps, Washington, D.C. 20525.

People-to-People, Health Foundation, 1016 20th Street, N.W., Washington, D.C. 20006.

People-to-People, Sports Committee, 20 Exchange Place, New York City, New York.

People-to-People, Arms of Friendship, 4150 Henry Avenue, Philadelphia, Pennsylvania 19144.

People-to-People, Inc., 2401 Grand Avenue, Kansas City Missouri.

Rockefeller Foundation, 111 West 50th Street, New York City, New York 10020.

Rotary International, 1600 Ridge Avenue, Evanston, Illinois.

School of Education, New York University, New York City, New York.

United Nations, United Nations Plaza, New York City, New York 10017.

United States Advisory Commission on International Educational and Cultural Affairs, Washington, D. C. 20525.

United States Aid Program, Bureau of International Education, Room 3666, Washington, D. C. Tel: 383-6451.

United States Department of State, Bureau of Educational and Cultural Affairs, Washington, D. C.

United States National Commission for Unesco, Washington, D. C.

United States Office of Education, Bureau of International Education, Washington, D. C.

University of Minnesota, International Program, Minneapolis, Minnesota 53455.

University of Pittsburgh, School of Education with Graduate School of Public and International Affairs, Pittsburgh, Pennsylvania.

Young Men's Christian Association, 291 Broadway, New York City, New York

Young Women's Christian Association, 600 Lexington Avenue, New York City, New York.

2. Persons

The chairman contacted many professional persons whose past experience in responsibilities and assignments gives them special knowledge in the field. Those persons whose advice and help were sought with an indication of their assignment or an indication of their interest in the study are listed.

Almagauer, Benjamin C., Head Coach, Cross Country, Track and Field, New Trier High School, Winnetka, Illinois, track and field clinics and demonstration for track and field, Chile, 1966.

Barnes, Alberta (Mrs.), Asia Foundation, 712 East 64th Street, New York City, New York.

Berg, Richard, Department of State, New Building, Room 3656, Tel: 383-6451, Washington, D.C.

Campos, Juan M., Pan American Union, Washington, D.C.

Coleman, James S., The Rockefeller Foundation, University Development Program, P.O. Box 7543, Nairobi, Kenya,

Delagah, Ali, 6625 East Colorado Drive, Denver, Colorado 80222, conducted study in Pakistan.

Hanson, Margie R., Elementary Education Consultant, American Association for Health, Physical Education, and Recreation, Washington, D.C. 20036.

Harms, Francis, Physical Education Supervisor, Columbus City Schools, Columbus, Nebraska 68601.

Howland, Harold E., Deputy Assistant Secretary of State for Education and Cultural Affairs, Washington, D.C.

Macleish, William H., Center for Inter-American Relations, 680 Park Avenue, New York City, New York 10021.

O'Connor, W. Harold, Track Coach, Concord Carlyle High School, Massachusetts, Chile, January-April 1968.

Pye, Lucian W., Massachusetts Institute of Technology, Department of Political Science, Cambridge, Massachusetts 02139, field work in South American countries.

Pond, Charles, University of Illinois, Urbana, Illinois, assignment in Colombia, 1967.

Price, Hartley, Florida State University, Tallahassee, Florida, assignment in Colombia 1967.

Purcell, Pearl (Mrs.), Exchange Programs and Fulbright-Hays Exchange Programs, V.P. Institute of International Education, 809 United Nations Plaza, New York City, New York 10017.

Rivers, Tom, International Recreation Association, 345 East 46th Street, New York City, New York.

Roberts, Dr. N. Keith, Asesor Economico de la Misión de la Universidad del Estado de Utah, USAID, Agricultural Economics, Utah State University, Logan, Utah, 464 East 3rd South Street, Logan, Utah, Tel: 752-6572, assignment in La Paz, Bolivia.

Smith, Paul, World Confederation of Organizations of the Teaching Profession, Washington, D.C.

Walker, Horace L., Salary Placement Officer, Ford Motor Company, Detroit Michigan, basketball clinics and demonstrations, National Jr. Selections, Chile, 1967.

C. Acknowledgments

The chairman sought information and suggestions from persons whose positions may in part include or suggest their specific assignments, their special knowledge or the nature of their contributions. Special appreciation is extended to these people who gave useful information and invaluable guidance.

Allman, Verl, Brigham Young University, Provo, Utah (three foreign assignments).

Craig, Wesley W., Jr., Latin American Faculty Committee, Brigham Young University, Provo, Utah.

Cross, Robert, Human Resources Division, Bureau of Latin American Affairs, United States Aid.

Dooley, Delmar T., Near East Foundation, 54 East 64th Street, New York City, New York.

Duerden, Claude, Brigham Young University, Provo, Utah, Director of Indian Studies.

Dybwad, Gunnar, (on President's Council for M.R.), 415 South Street, Waltham, Massachusetts, Florence Heller School for Social Work, Tel: 617-984-6000, Ext. 688 or 614.

Fossum, Kathryn, Program Specialist, Department of Health and Physical Education, State Department of Education, Honolulu, Hawaii.

Hart, Estellita, Special Assistant to Director, On Fellowship Board OAS, Department of Education Affairs, Pan American Union, Washington, D. C.

Hayden, Frank, Joseph P. Kennedy Jr. Foundation, 719 13th Street, N. W., Washington, D. C.

Kohn, Raymond, Assistant Director for Public Liaison, United States National Commission for Unesco, United States Department of State, Washington, D. C.

Kidess, A. A., Springfield College, Springfield, Massachusetts, Tel: 3-3570.

Love, Pardee, Multilateral Policies and Programs, U.S. Department of State, Washington, D. C.

Mason, James L., Superintendent, Clark County School District, Las Vegas, Nevada 89102, School to School Plan for Liberia, Ithaca, New York.

Maetozo, M. G., Lock Haven State College, Lock Haven, Pennsylvania 17745, assignments in health, physical education, and recreation in developing countries.

Michalski, Kirsten T., Institute of International Education, 809 United Nations Plaza, New York City, New York 10017.

Milow, Vera, Tampax Incorporated, 161 East 42nd Street, New York City, New York.

Partridge, De Alton, President, Near East Foundation, 54 East 64th Street, New York City, New York.

Powell, Parcelle, United States AID Mission to Latin America, Human Resources Division, Bureau of Latin American Affairs, Washington, D. C.

Reedy, David A., Chile Desk, Chilean Development Affairs, AID, United States Department of State, Washington, D. C. Tel: DU 3-2963.

Rojo, Estela, Attache for Cultural Relations, Embassy of Chile, 1736 Massachusetts Avenue, N. W., Washington, D. C.

Sorenson, Wilson, President, Utah Technical College, Provo, Utah.

Thomas, Charles, South America Consultant, United States Department of State, Washington, D. C.

Vera, Hernan, University of Concepcion, Chile.

Wesley, Dr. Wallace Ann, American Medical Association, 535 North Dearborn Street, Chicago, Illinois 60610.

D. Preparation for a Foreign Assignment

1. Professional

Obtain letters of introduction from Unesco and other contracting agencies.

Develop or determine title for project.

Obtain office for the operational work.

Obtain letterhead and cards in one or more languages as needed containing home and foreign addresses, title of the project or mission, indication of sponsorship.

Get "Post Reports" or similar reports from one's own country, the country under study, and from Unesco.

Obtain all Unesco reports related to the topic under study and the country under study.

Plan for recognitions and gifts.

Establish lists of contacts through professional organizations, government and Unesco.

Plan itinerary and notify contacts in advance.

Leave itinerary with a home base office.

2. Personal

Obtain passport.

Obtain and carry identification and credit cards with list of hotels and businesses which accept the cards.

Have a complete physical examination.

Renew and check insurance: health, hospitalization, home, property.

Get needed immunizations and carry record on "International Certificate of Vaccination" form.

Obtain lists of doctors in foreign countries associated with Intermedic, 777 3rd Avenue, New York City, New York 10017 ($5.00 membership fee) or International Association for Medical Assistance, 745 Fifth Avenue, New York City, New York 10022 (free).

Read and become familiar with ideas in such publications as, "Social Usage Abroad" Department of State Publications 8219, Department of Foreign Service Series 138, March 1967, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Be familiar with living conditions in the lands to be visited. Such publications as the "Health Information for Travel" series available from the Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402, provide the necessary information.

Take all needed drug specifics, prescriptions, spare glasses and a prescription for lenses.

II. Bibliography Related to the Pilot Project in Chile

AAHE, In Search of Leaders, American Association for Higher Education, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C., (Chapters on Inter-institutional Cooperation, Regional Consortia, and the Exchange of Instructional Material).

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Unesco, "Unesco en Chile," Ano VI, Dic 1964, No. 24.

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WCOTP, Report of the WCOTP Regional Conference on the Status of the Teaching Profession in the Americas, Bogota, Colombia, 23-29 October 1966, World Confederation of Organizations of the Teaching Profession, Thomas House, 1330 Massachusetts Avenue, N.W., Washington, D.C. 20005.

III. Organizations in Chile with Functions Related to the Study

Alonso e Hijos Fábrica de Artículos Deportivos, Av. O'Higgins 2815, Tel: 9-681 384635, Santiago, Chile.

American Bible Society, (summer camps), Santiago, Chile.

Asociación Cristiana Femenina, Monedo, 1640, Tel: 7608.

Asociación de Futbol de Santiago, Santa Domingo 1334, Santiago, Chile, Tel: 8-4057.

Asociación de Basquetbol de Santiago, Santa Domingo 1878, Santiago, Chile, Tel: 7-8927.

Asociación de Basquetbol de Femenina, Lord Cochrane 735, Santiago, Chile, Tel: 713524.

Asociación de Natación, President, Carlos Navarrete, Santiago, Chile.

Carabineros de Chile, Departamento de Menores, Santiago, Chile.

CARE, Santiago, Chile.

Caritas, Santiago, Alameda 1146, (summer camps), Santiago, Chile.

CEMA, Chilean Mothers Training Program.

Centro de Administramiento Industrial of the Universidad Técnica del Estado.

Centros de Educación Básica y Communitaria.

Centro de Información y Documentación Ciencias del Deporte, Anibál González Acuna, Apartado 3918, Sudamérica, Santiago, Chile.

Centro Experimental de Desarollo de San Miguel, Violeta Pizarro, Subdirectora.

Church of Jesus Christ of Latter-day Saints, Lyle Loosle, Director of Schools (PO Box) Casilla 15156 Nuñoa, Santiago, Chile.

Comisión Permanente de Curriculum de la Escuela Media, Secretario Técnico de la Comisión Permanente, Antonio Carkovič, E., Plenario de la Comisión Permanente, Antonio Carkovič, E.

Consejo de Educación Física, Presidente, Claudio Lobos.

Consejo de Menores.

Consejeria de Promoción Popular (Ministry of Public Works).

Consejo de Rectores de las Universidades Chilenas, Luciano Cabala P. Secretario General Ejecutivo, Moneda 673, Piso 8, Santiago, Chile, Tel: 383137.

Consejo Nacional de Educación.

CORA, Corporación de las Reofrma Agraria, Corps Regional.

Corporación de Fomento de la Producción (CORFO).

Corporación de Servicios Habitacionales (CORHABIT).

Corporación de la Vivienda (CORVI).

Cuerpo de Paz, Suecia 286, Santiago, Chile.

Cuerpo Cívico de la Educación Popular.

Departamento de Coordinación de Construcciones Escolares del Ministerio de Educación.

Dirección de Deportes del Estado, Mr. Marco Antonio Rocca, Director.

Ejercito de Salvación, Brigadier Stevens, Colonel Dex, Tel: 9-4073.

Facultad de Filosofía y Educación de la Universidad de Chile, Santiago, Programa para Especialistas en Educación de Deficientes Mentales, Professor Jean Cizaletti; Dean of Faculty, Hernán Ramírez Nocochea.

Federación de Estudiantes de Chile, Presidente Jorge Navarrete.

Federación de Institutos de Educación, Santiago, Chile.

Federación Internacional de Educadores.

Federación Internacional de la Educación Física, Dr. Luis Bisquertt, University of the North, Antofagasta, Chile.

Food for Peace, Mr. Manuel Jaime López, Santiago, Chile.

Ford Foundation, Mr. Bruce Lorenzo Gibb, Administrative Assistant, Victoria Subercaseaux 21, Santiago, Chile.

Giorgia, Richaud V., Ltda., Casa Olimpica, Moneda 1141, Santiago, Chile.

Institution Sweet, Methodist Church, Santiago, Chile.

Instituto Chileno Norteamericano de Cultura, Moneda, 1360, Santiago, Chile.

Instituto de Educación Popular.

Instituto de Educación Rural, Cienfuegos 47, Santiago, Chile, Director, Abraham Santibañez.

Instituto Nacional de Capacitación Profesional (INACAP).

Instituto Vida Sana, Santiago, Chile.

Junta, (Food, clothing, medical care and dental care, summer camp).

Junta de Auxilio Escolar, Dr. Salas, Jefe (Sonja Morales), Santiago, Chile.

Lions Club International (Provides sports and play equipment).

"Mi Casa," Santiago, Chile.

Ministerio de Educación, Santiago, Chile, Minister, Juan Gómez Millas.

Ministry of Health, Director of Pediatrics, Dr. Hernán Romero.

Ministry of Public Works.

National Sport Club.

Oficina de Recursos Humanos de la Superintendencia de Educación, Mario Leyton Soto, Coordinador de la Comisión del Planeamiento Integral de la Educación.

Planes, Extraordinarios de Educación de Adultos, Jefe, Waldemar Cortés Carabantes.

President's Advisory Committee on Youth Activities, Marco Antonio Rocca, Chairman, Santiago, Chile.

Rockefeller Foundation, Santiago, Chile.

Rotary International, Bandera 206, Santiago, Chile, Tel: 8-4245.

Servicio de Corporación Técnica (Subsidiary of CORFO).

Seventh Day Adventists (Camps for Children).

Sociedad Constructora de Establecimientos Educacionales.

Sociedad de Medicina del Deporte, President Dr. Mauricio Walner, N. (1968), Santiago, Chile.

Testigos de Jehová, Moneda 1710, Santiago, Chile, Tel: 8-4245.

Universidad Técnico, Frederico Santa María.

University of the North, Antofagasta, Chile.

World Relief Commission, Mr. Bucher (summer camps).

YMCA, Mr. Daniel Niera, Santiago, Chile.

IV. Persons in Chile with Responsibilities Related to the Study

Aldunate, Carlos Lyon, Rector, Universidad del Norte, Antofagasta, Chile.

Anderson, Edwin, Department Director, U.S. AID, Tel: 82641, Santiago, Chile.

Araya, Carlos, YMCA, Santiago, Chile.

Astudillo, Rubén, Jefe Aserorία de la Educación Física, Educación Primaria Normal, Santiago, Chile.

Bahamondes, Mario Silva, Liceo de Hombres, No. 1, Antofagasta, Chile.

Bailey, Berton M., Director Instituto Chileno-Norteamericano de Cultura, Moneda 1146, Santiago, Chile.

Baker, Ronald, Subdirector (CARE) Cooperative Americana de Remesas al Exterior, Santiago, Chile.

Bell, Paul, Director Peace Corps, Chile, Suecia 286, Tel: 252474, 252306, 252557.

Bisquertt, Dr. Luis, Director of the Institute of Physical Education, University of the North, Antofagasta, Chile.

Bormann, Hanne, Translator, Secretaria Dirección de Deportes del Estado, Santiago, Chile.

Cárdenas, Raul Dupry, Escuela Normal Superior, Antofagasta, Chile.

Celis, Luis, Muñoz, Secretary, Junta Nacional de Auxilio Escolar y Becas, Santiago, Chile.

Chilovitis, Terpsithea, Rojas Escuela Técnica Superior, Antofagasta, Chile.

Cofré, Milton, Profesor, Universidad de Chile, Santiago, Chile.

Contesse, Jennie, de Riquelme, Profesora de Educación Física, San Ignacio 3360, Santiago, Chile.

Contreras, Osvaldo, Director Camp of Carabineros, Paduco, Chile.

Davidson, Eskil L., Construcción General en Sudamérica, Supervisor de Chile, Avenida Ricardo Lyon 2149, Tel: 44369, Casilla 15097 Correo Nuñoa, Santiago, Chile.

del Rio, Enrique, Director of Catholic Parish Camp, Paduco, Chile.

Dubuse, Marilene, de Lopez, Professor, Valparaíso, Chile.

Escobar, Yolanda, Director of Camp for Girls "Colonia Roxane" Paduco, Chile.

Esquerra, L. Roberto, UNICEF Regional Director, Santiago, Chile.

Eyzaquirre, Juan, ECLA Oficial de Conferencias U.N., Santiago, Chile.

Ferrer, Vincente P., Asesór Pedagógico de la Educación Física.

Flake, Edward V., Translator, Santiago, Chile.

Flores, Jara Alejandro, Professor of Biology, University of the North, Antofagasta, Chile.

Fuentealba, Vildoso Carlos, Escuela No. 34 Mixta, Republica de Italia, Antofagasta, Chile.

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Garcia, Valdes Leonardo, Professor, swimming, University of the North, Antofagasta, Chile.

Gibb, Bruce Lorenzo, The Ford Foundation, Victoria Subercaseaux 121, Depto. 600, Santiago, Chile, Tel: 380635, 380654, 381139.

Gómez, Millas, Juan, Minister of Education, Santiago, Chile.

González, Nuñoz, Juan, Escuela Hogar #35 Grecia, Antofagasta, Chile.

González, Anibal A., Centro de Información y Documentación Ciencias del Deporte, Apartado 3918 Sudamérica, Santiago, Chile.

González, Sara, Professor, Women's Gymnastics, University of the North, Antofagasta, Chile.

Guaita, Orlando, Dirección de Deportes del Estado, Santiago, Chile.

Gutiérrez Ortiz, José Tomás, Escuela No. 8 de Niñas, Antofagasta, Chile.

Herrera Urilse, Lt. Hernán, Departamento de Menores, Carabineros de Chile, Santiago, Chile.

Jaime Manuel, López, Assistant Food for Peace Officer, Agency for International Development, U.S. AID, Chile (retired captain of Carabineros de Chile) Avenida B. O'Higgins 1146, 2 piso, Of. 203, Santiago, Chile, Tel: 82641.

Johnson, de Vodanovic, Betty, Assistant Director CENID, Secretary fid/ela Centro Nacional de Información y Documentación Moneda 673, 8 piso, Santiago, Chile.

Johnson, Charles N., Misión Económica de los Estado Unidos en Chile, Alameda 1146 (interior la Piso), Santiago, Chile, Tel: 82641.

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Lev, Reuben, Personnel Officer, Embassy of the United States, Santiago, Chile.

Libuy, Ollarzún, Adrian, Escuela No. 36 Mixta, Antofagasta, Chile.

Linskey, Arthur, Servicio Nacional de Orientación Unesco, Santiago, Chile, Tel: (office) 383241, (home) 48-1464.

López, Carlos V., Profesor de Atletismo, Seción Educación Física, Universidad del Chile, Valparaíso, Chile.

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Manns, Claudia, Translator and Consultant, Gran Hotel, Santiago, Chile.

Martínez, Voca, Luis, Profesor Escuela Novel, Universidad Católica, Valparaíso, Chile.

McLeod, John, CARE, Santiago, Chile.

Meyers, Robert S., Agregado de Radio-Cine, Embajada de los Estados Unidos de America, Santiago, Chile.

Miedzinski, Klaus, La República, San Isidro, Lima, Peru.

Moore, Lawrence, Regional Community Development Advisor, United Nations, Santiago, Chile.

Morales, Orlando G., Director de Relaciones Públicas, Universidad del Norte, Antofagasta, Chile.

Moreira, Ramón B., Professor, Gymnastics, University of the North, Antofagasta, Chile.

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Muñoz, de la Fuente, René, Dean of the College, University of the North, Antofagasta, Chile.

Northland, Edward Marín, Mayor de Carabineros, Santiago, Chile.

Opazo, Lt. Voltaire, Departamento de Menores, Carabineros de Chile, Santiago, Chile.

Orrego, Sergio, Director of School Camp in Rural School, Paduco, Chile.

Ortíz, Pedro, Director, Departamento de Educación Física, YMCA, Santiago, Chile.

Pallauta, de Sagaldo Augustina, Escuela Superior Mixta de Niñas No. 5, Antofagasta, Chile.

Palma, M. Alberto, Director, Institute of Physical Education, University of Chile, Santiago, Chile.

Pantoja, Gómez Carlos, Rector, Instituto Pedagogico, Valparaíso, Chile.

Poole, Morris, N., Translator, Santiago, Chile.

Prieto de Yovanovic, María, Profesor de Basquetbol, Instituto Pedagógico, Universidad de Chile, Valparaíso, Chile.

Prouty, Gordon K., Agency for International Development, Food for Peace Officer, Alameda 1146, Santiago, Chile, Tel: 82641 (Embassy of the U.S.A.), Santiago, Chile.

Quintana, Ramón, Rector del Colegio Diferencial de Científicos y Humanistas, Santiago, Chile.

Ramirez, Boettner, Dr. L.N., Representative Resident, United Nations Development Program, Santiago, Chile.

Ramís, Pedro G., Director, Department of Physical Education, University of Chile, Valparaíso, Chile.

Reyes, Flores Juan, Profesor de Gimnasia Práctica, Universidad de Chile, Valparaíso, Chile.

Richaud, Alfredo, J., Owner-manager of Richaud y Giorgia Ltda., Sporting Goods, Manufacturer and Dealer, Moneda 1141, Santiago, Chile.

Riffka, Sobel, Vice Rector, Universidad del Norte, Antofagasta, Chile.

Rocca, Mario Antonio, Director, Dirección de Deportes del Estado, Santiago, Chile.

Rodríguez, Arias Fernando, Profesor de Basquetbol, Instituto Pedagógico, Universidad de Chile, Valparaíso, Chile.

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Rojas, Edmundo, Executive Secretary, Consejo Nacional de Menores.

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Salazar, Rodrigo Urrutia, Profesor de Futbol, Departamento de Educación Física, Universidad de Chile, Valparaíso, Chile.

Schiefelbein, Ernesto G., Coordinator for Educational Planning, Ministry of Education, Santiago, Chile.

Sepúlveda, Luzmira, Director of Physical Education, Ministry of Education, Santiago, Chile.

Shields, Fred, CARE, Santiago, Chile.

Silva, Luz, Dirección de Deportes del Estado, Santiago, Chile.

Sleeper, Louis G., Chief, Project Operations Division, U.S. Economic Mission in Chile, Av. B. O'Higgins 1146, Tel: 82641, Santiago, Chile.

Stevens, Brigadier, Salvation Army, Santiago, Chile.

Torres, Edgardo, Foreign Language Supervisor, San Leandro School District, 451 West Joaquin Street, San Leandro, California 94577.

Troutman, De Forest L., Facultad de Ingenieria, Universidad de Concepción, Concepción, Chile.

Valencia, Angel, Professor, University of Chile, Santiago, Chile.

Vallee, Felix, Rector, Colegio Inglés, San José, Antofagasta, Chile.

Vargas, Espinosa René, Profesor de Educación Física y Social, Instituto Pedagogico, Universidad de Chile, Valparaíso, Chile.

Vega, Rigoberto V., Public Relations, University of the North, Antofagasta, Chile.

Vera de Ramos, Norma, Liceo de Niñas, Antofagasta, Chile.

Vicuña, Lt. Colonel Alfredo Ibáñez, Director, Departamento de Menores, Carabineros de Chile, Santiago, Chile.

Vieira, Méndez Luz, Chief of Regional Office of Education of Unesco for Latin America, Santiago, Chile.

Villaflor de Contillanex, Marina, Escuela de Ninas No. 16, República de Colombia, Antofagasta, Chile.

Vitali, Aldo, Director, Department of Physical Education, Universidad Catolica, Valparaíso, Chile.

Viveros, Sanhueza, Manuel, Instituto Supervisor de Comercio, Antofagasta, Chile.

Woolf, Marshall, Director of Division, United Nations, Economic Mission, Santiago, Chile.

V. Statement of Needs - Institutes of Physical Education - Chile

A. University of the North, Antofagasta, Chile

March 27, 1968

Dr. Raymond Ciszek
American Association for Health,
Physical Education and Recreation
1201 Sixteenth Street NW.
Washington, D.C. 20036
U.S.A.

Dear Dr. Ciszek:

As instructed by Dr. Leona Holbrook, who was down in Chile and visited our School of Physical Education at Universidad del Norte, Antofagasta, not long ago, I am writing to you to report on some of the needs of the school.

Dr. Holbrook was sent over by ICHPER and UNESCO to obtain first-hand information about physical education in underdeveloped countries with a view of providing some help and assistance.

The School of Physical Education, at Universidad del Norte, started three years ago and still does not have premises of her own, that is, no fields, no gymnasium close at hand, no laboratories, no anatomy museum, and no library. We only count on the teachers' and students' enthusiasm and goodwill. For this reason, the School must rent or hire buildings. The class materials for the teaching of Anatomy, Physiology, and Anthropology - as well as those designed for physical training, gymnastics and sports -- are inadequate or insufficient. Books are being collected to open a scanty library.

The School is intended for a vast mining area in the North, which is a desert zone having just a few scanty oases. The capital city is Antofagasta, a sea-port town in the desert with a population of 150,000. Here, also, is a large copper-mining center, Chuquicamata, with heavy American investments.

The School sponsors educational programs embracing several populated areas of the desert and the towns in the North, such as Iquiqua, Arica, Mejillones, Tocopilla, Taltal, etc. We must cover great distances but we do not have our own transportation, which makes our work considerably difficult and expensive for us.

Dr. Holbrook - of whom we became very fond for her insight, natural disposition, goodwill and love for our people -- was able to ascertain the effort made by the teachers and the students to collect some money to start the construction of a gymnasium for the School. She also knows the difficulty of such long rides.

In short, this is what we need:

1. A means of transportation, that is, a bus with capacity for 50 or more people.
2. Class materials for the teaching of Anatomy; at present, wax or plastic casts of bones, muscles, inside organs, and the nervous system.
3. Books for our scanty library, dealing with education, gymnastics, and sports, particularly basket-ball, soccer, baseball, soft-ball, and swimming. I dare suggest a list of books we would like to have.
4. Instruments required for gymnastics and sports, such as inflated ball, a combination vaulting buck, a side horse, a portable ring frame, an adjustable horizontal bar, a parallel bar, a massage table and massage plinth, panelite gymmats, and stopwatches.

We would do with one or two items of each kind, if possible.

By the end of the month, when the registration period expires, our students are bound to be 100.

Another thing we consider of great importance is the possibility of sponsoring brief courses taught by visiting experts on athletics, football, basketball, swimming, and corrective gymnastics. Ideally, for one semester. Our academic year consists of a first semester including March, April and May only; and a second semester including August, September, October, and November.

I beg of you to forgive any inaccuracies in our petition for assistance, for we do not know exactly what you could do for us. It could also be financial help to help us with the construction work.

Yours sincerely,

(signed)

Luis Bisquertt

ESCUELA DE EDUCACION FISICA

ANATOMIA

Scott, Myrtle, G., — Analysis of human motion: A textbook in kinesiology, 2nd ed. il. 1963, 6.00 Appleton.

FISIOLOGIA

De Vries, Hervert. — Physiology of physical education and athletics, in prep. Brown, W. C.

KINESIOLOGIA

Drury, Blanche J. — Posture and figure control through physical education, il. 1961, pap. 3.00 N P Pubns.

ANTROPOLOGIA

Jokl, Ernst — Medical sociology and cultural anthropology of sport and physical education. il. 1964, 7.50, Thomas, C. C.

Shepard, Natalia M. — Foundations and principles of physical education 1960, 5.00 Ronald.

Zeigler, Earle F. — Philosophical foundations for physical, health, and recreation education. il. 1964, 7.75, Prentice-Hall.

HIGIENE

American Educational Research Association — Mental and physical health. 1962, 2.00, N. E. A.

EDUCACION FISICA SOCIAL

Jokl, Ernst and others, eds. — International research in sport and physical education. il. 1964, 29.50, Thomas.

Neilson, Neils P. and A. O. Bronson — Problems in Physical Education, il. 1965, 7.50, Prentice-Hall.

PRINCIPIOS E HISTORIA DE LA EDUCACION FISICA

ICHPER International Congress report. 2 Vols. 1965-1966. 2.00 ea., N. E. A.

Bucher, Charles	Foundations of physical education, 4th ed. il. 1964, 6.50, Mosby.
Miller, Kenneth D.	Physical education activities for college men and women 1963. pap. 3.95, Brown, W. C.
Davis, Elwood C.	Philosophies fashion physical education. 1963, 3.95, Brown, W. C.
Nixon, John E. and others	Introduction for physical education. 6th ed. 1964, 5.00, Saunders.
Hackensmith, Charles W.	History of physical education. 1966, 11.50.
Van Dalen, Deobold B. and others	World history of physical education. 1963, 8.95, Prentice-Hall.

ATLETISMO

Klafs, Carl E. and D.D. Arnheim.	Modern principles of athletic training. il. 7.25, Mosby.

GIMNASIA

De Carlo, Tom.	Handbook of progressive gymnastics. 1963, 6.95, Prentice-Hall.
Drehamn, Vera L.	Head over Heels: Gymnastics for children. il. 1967, 5.95, Harper.
Edmonds, I.G. and J.J. Gibbons.	Gymnastics and tumbling. 1966, 2.75, Hb. bdg. 2.78, Nelson.
Frey, Harold J. and C. Keeney.	Elementary gymnastic apparatus skills. il. 1964, 4.50, Ronald.
Loken, Newton C. and Robert J. Willoughby.	Complete book of gymnastics. 1959, 11.00, text ed. 5.25, Prentice-Hall.
Rodwell, Peter.	Gymnastics. il. 1959, 4.95, Emerson.

Babbitt, Diane II. and Werner Haas. — Gymnastic apparatus exercises for girls. il. 1964, 3.75, Ronald.

Hughes, Eric L. — Gymnastics for girls. il. 1963, 5.00, Ronald.

EDUCACION FISICA INFANTIL

Physical Education in the elementary schools. 1963, 0.25, N.E.A.

TRAUNATOLOGIA PRIMEROS AUX

Kraus, Hans. — Therapeutic exercise, 2nd ed. il. 1963, 7.50, Thomas, C.C.

Mueller, Grover W. and J. Christaldi.

Rathbone, Josephine L. and V.V. Hunt. — Corrective physical education. 7th ed. il. 1965, 7.00, Saunders.

GIMNASIA CORRECTIVA

Kelly, Ellen D. — Adapted and corrective physical education. 4th ed. 1965, 6.00, Ronald.

Huddleston, O. Leonard. — Therapeutic exercises, kinesiotherapy. il. 1961, 9.50, Davis.

Brenner, Harold J. — Therapeutic exercises for the treatment of the neurologically disable. il. 1957, 3.50, Thomas.

RECREACION

J. Arver, Jess. — How and why of physical conditioning for sport. 1964. pap. 1.25.

Questionnaire report. 3 vols. 1963. Vol. 1, Physical education and games in the curriculum; Vol. 2, Teaching training for physical education ; Vol 3, Status of teachers of physical education. ICHPER.

METODOLOGIA ESPECIAL
EDUC. FIS.

Planning areas and facilities for health, physical education and recreation. 1965, 6.00; pap. 5.00, N.E.A.

Teachers' guide for physical education for high school students, reve. ed. 1963, 1.50, N.E.A.

Cassidy, Rosalind.

Counseling in the physical education program. il. 1959. pap. 1.35, Appleton.

EVALUACION

Youth fitness test manual. rev. ed. 1961, 0.75, Am. Assn. for Health, Phys. Ed. Sc. Rec.

Barrow, Harold M. and R. McGee.

Practical approach to measurement in physical education. il. 1964, 8.50, lea. Sc. f.

Fleishman, Edwin H.

Examiner's manual for the basic fitness tests. 1964. pap. 1.95, Prentice-Hall.

DIRECCION

Bucher, Charles.

Administration of School health and physical education programs. 3rd ed. il. 1963, 6.25, Mosby.

Irwin Leslie W. and James H. Humphrey.

Principles and techniques of supervision in physical education. 54.95. Brown, W.C.

Current Administrative problems in Health, Physical Education and Recreation, 1960, 3.50. Am. Assn. for Health, Phys. Ed. and Rec. or N.E.A.

Apparatus and equipment; Gymnastics; playgrounds; Swimming pools.

B. Universidad de Chile
Instituto De Educación Física y
Técnica
Casilla 2427
Santiago, Chile

Santiago, 23 de Enero de 1968

Señorita Leona Holbrook
Comisionada Unesco
Oficina Regional de Educación y
Misión Unesco en Chile
Avda. Providencia 871 - O. 216
Santiago

Estimada Señorita Holbrook:

De acuerdo a la conversación sostenida durante su visita a nuestro Instituto de Educación Física de la Universidad de Chile, tengo el agrado de enviarle las notas en que solicitamos asistencia económica del Comité Ejecutivo UNESCO.

En la espera de una acogida favorable a nuestra petición por su amable intermedio, saludamos a Ud. con toda atención quedando a sus gratas órdenes.

(signed)

Alberto Palma Miranda
Director

Santiago, 23 de Enero de 1968

Señor Presidente:

El Instituto de Educación Física depeniente de la Facultad de Filosofía y Educación de la Universidad de Chile, respetuosamente se dirige al Comité Ejecutivo de la UNESCO para solicitar de ese organismo su asistencia económica en la solución de los siguientes problemas que le afectan:

Fundamentación: El Instituto de Educación Física cuenta con dos Secciones: La Sección de Educación Física y la Sección de Kinesiterapia, ambas de caracter coeducacional. La primera de ellas destinada a la formación del profesorado de la enseñanza básica y científico - humanista en la asignatura de Educación Física y de dos técnicos deportivos que el país

está exigiendo, conforme a sus planes. La otra a formar a los kinesíologos (fisioterapistas) cuyo campo ocupacional está destinado a nivel de la educación y especialmente al disminuido físico, formando parte del equipo rehabilitador en el Servicio Nacional de Salud.

Estas Secciones cuentan con una población estudiantil de más de 700 alumnos que año a año va en crecimiento.

Para cumplir los objetivos cuenta con un terreno de 11 hectáreas con un mínimo de construcciones de acuerdo a las posibilidades económicas de la Universidad que se hacen insuficientes para atender con eficacia la formación de tan importantes profesionales entre los cuales cuenta un percentaje de estudiantes latinoamericanos.

Expuestos escuetamente los antecedentes ya indicados, el Instituto de Educación Física solicita de ese Organismo concretamente la asistencia económica en los siguientes aspectos:

BIBLIOTECA. Se solicita el aporte de 50.000 $U.S. que se desglozarian en la siguiente forma:

Area de construccion:	$ 22.000
Mobiliario:	8.000
Libros:	20.000
	$ 50.000

MATERIAL DIDACTICO DE TRABAJO. Se solicita el aporte de $US 16.550 para importación de los siguientos implementos que se indican y que no se fabrican en el país:

Material de Gimnasia:

4 Barras Paralelas (Parallel Bar)	$US 2.000
4 Barras asimétricas (Uneven Bar)	2.000
4 Caballetes con arzones (side horse)	2.000
4 Caballetes (Vaulting buck)	2.000
4 Barras de equilibrio (balance beam)	1.500
4 Barras Cilíndricas (horizontal bar)	800
4 Barras cilíndricas semi portátiles (wall attached horizontal bar)	600
6 Pares de anillos (rings)	400
3 cinturones de seguridad (twisting belt)	250

4 trampolines	2.400
400 trampolin cables	500
15 colchonetas (Gymmats)	600
	$US 15.050

Material deportivo:

50 pelotas de basketball	500
	$US 16.550

LABORATORIOS DE FISIOLOGIA Y BIOQUIMICA.

Para dotación de ambos laboratorios $US 30.000

Con la esperanza que el alto espíritu de comprensión de ese Comité acoja favorablemente nuestra petición, nos suscribimos con nuestra consideración más distinguida,

(signed)

Alberto Palma Miranda
Director

Al Señor Director
Comité Ejecutivo UNESCO
Oficina Regional de Educación y Misión de UNESCO
en Chile
Avda. Providencia 871 - Of. 216
Presente.

C. Universidad de Chile and Universidad Católica, Valparaíso, Chile

MINUTA PRESENTADA A LA DOCTORA LEONA HOLBROOK, DIRECTORA DEL PLAN "ESTUIDO UNESCO-ICHPER DE PLANEAMIENTO EDUCATIVO PARA LA SALUD, LA EDUCACION FISICA Y LA RECREACION, PRESENTADO POR LAS ESCUELAS DE EDUCACION FISICA DE LAS UNIVERSIDADES DE CHILE Y CATOLICA DE VALPARAISO - CHILE.

CONSIDERANDO:

1. Que para el desarrollo, difusión y progreso de la Educación Física y Recreación es indispensable la formación de profesores en un alto nivel de preparación.

2. Que las Escuelas de Educación Física dependientes

de los Institutos Pedagogicos de las Universidades de Chile y Católica, son de reciente creación y se encuentran en una etapa de formación.

3. Que ambas escuelas, además de la formación de profesores, se preocupan de la difusión de la Educación Física, Deportes y Recreación hacia la comunidad.

POR LO TANTO:

Venimos en solicitar a la UNESCO e ICHPER, por intermedio de la Dra. L. Holbrook lo siguiente:

a. Colaboración y aporte técnico para el envió de profesores extranjeros a estas Escuelas, y a su vez, propiciar la concurrencia de profesores chilenos a otros centros de estudios.

b. Aportes para la formación de un laboratorio de Anatomía y Mecánica del Movimiento.

c. Material didáctico de Gimnasia.

d. Colaboración de los planes de difusión de la Educación Física, Deportes y Recreación hacia la comunidad.

(signed)

Pedro Ramís G.
Universidad de Chile

Aldo Vitali F.
Universidad Católica

VI. Support of the Project: A Statement

It is worthwhile to know project costs in terms of time and money in order that the information may serve as a directive for the support of future similar projects. If a reasonable financial accounting were formulated, it is estimated that the cost of the current pilot project would be an amount in access of $20,000.00. The project chairman and director contributed approximately sixteen months of full-time professional work on the study, field work, and preparation of the final document. The ICHPER advisory committee and editorial consultants together spent about one month of professional time. The ICHPER contributed financial support, secretarial help, office supplies and consultative services as did the American Association for Health, Physical Education, and Recreation. The Brigham Young University provided secretarial help, an office for the project work and office machines and supplies during the progress of the entire study. The director met many small financial obligations in the completion of the work. Funds provided through the Unesco-ICHPER contract met a major portion but not all of the actual expenses of the travel to and the stay in Chile and the publication of the final document.

ICHPER PUBLICATIONS

ICHPER: A Decade of Progress
History of the growth and development of the International Council on Health, Physical Education, and Recreation. 32 pp. (stock number: 248-07332) $1.00

ICHPER Book of Worldwide Games and Dances
Favorite children's games and dances compiled from fifty-eight countries. Includes directions and music. All activities are suitable for elementary school children. 144 pp. (stock number: 248-07144) $4.00

ICHPER Questionnaire Reports

Part I: *Physical Education in the School Curriculum*
A summary of the physical education activities provided for primary, intermediate, and secondary schools, including descriptions of programs, time devoted to the program, facilities, and after-school programs. Outlined for each country are the major purposes of physical education, the most significant trends, and important problems to be overcome in improving programs of physical education. 128 pp. (stock number: 248-07958) $2.00

Part II: *Teacher Training for Physical Education*
This report is divided into two sections. Part I contains reports from 40 countries and Part II features a number of comparative charts compiled from the information found in Part I. Brief descriptions of the curriculum for students training to become physical education teachers, entrance age, amount of training, and degrees, licenses, or certificates awarded facilities, library and research resources, and the organization and emphasis in the physical education teacher training programs during the past three years. 128 pp. (stock number: 248-07960) $2.00

Part III: *Status of Teachers of Physical Education*
A summary of the professional, economic, and cultural status of physical education teachers. Professional physical education organizations in each country are listed, with purposes and the extent of their participation in educational activities. 112 pp. (stock number: 248-07960) $2.00

ICHPER Congress Proceedings
These are reports of the annual Congresses of the ICHPER, and contain major speeches, notes on seminars, resolutions, and other highlights of these international meetings.

1969 Abidjan Meeting: Includes Third African Conference on Physical Education; health education seminar on "Schools' Role in Improving the Health of Children and Their Families"; research papers; and presentations on sociological implications of physical education, formation of a professional association, and adapted physical education programs. 112 pp. (stock number: 248-11089) $2.50

1968 Dublin Meeting: Proceedings of the meeting, including speeches on the planning of physical education; curriculum development in elementary and secondary schools worldwide; outdoor education; preparing for leisure time; preparation of classroom teachers and specialists to teach physical education; facilities and equipment; and improvement of personal and community health. 160 pp (stock number: 248-07964) $2.50

1967 Vancouver Meeting: Published for the Tenth Anniversary ICHPER Congress. Contains papers on physical education in the United States and Canada and an entire section on "Interpreting and Gaining Support for Physical Education." 182 pp. (stock number: 248-07924) $2.50

1966 Korea Meeting: Features symposium on physical education in Asian countries, research reports, and major addresses on educational planning. 138 pp. (stock number: 248-07770) $2.00

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